

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

<b>Institution</b>	<b>Application UG</b>	<b>Application PG</b>	<b>Fee/ Payment UG</b>	<b>Fee/ Payment PG</b>	<b>Transcript UG</b>	<b>Transcript PG</b>	<b>Fingerprint UG</b>	<b>Fingerprint PG</b>	<b>Background UG</b>	<b>Background PG</b>	<b>Experience UG</b>	<b>Experience PG</b>	<b>Credits UG</b>	<b>Credits PG</b>	<b>HS GPA UG</b>	<b>HS GPA PG</b>	<b>UG GPA UG</b>	<b>UG GPA PG</b>	<b>Content GPA UG</b>	<b>Content GPA PG</b>	<b>Professional GPA UG</b>	<b>Professional GPA PG</b>	<b>ACT UG</b>	<b>ACT PG</b>	<b>SAT UG</b>	<b>SAT PG</b>	<b>GRE UG</b>	<b>GRE PG</b>
Alliant International University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Antioch University Santa Barbara	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Azusa Pacific University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes
Biola University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
Brandman University	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
California Lutheran University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
California State Polytechnic University, Pomona	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Bakersfield	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Channel Islands	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**
**For each element**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Alliant International University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	US Constitution competency, passing TFE exam score	Postgraduate		1
Antioch University Santa Barbara	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No		Senior year		0
Azusa Pacific University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	NA	Postgraduate	NA	1
Biola University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Postgraduate	Postgraduate	0
Brandman University	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	NA	Postgraduate		1
California Baptist University	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No		Other	Undergraduate and Postgraduate	1
California Lutheran University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No		Postgraduate		1
California State Polytechnic University, Pomona	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	TB Clearance, Student Program Plan	Postgraduate		1
California State University, Bakersfield	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Postgraduate		1
California State University, Channel Islands	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Credential Request Form	Postgraduate		0

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

For each element

Institution	AdmissionsComments
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview are waived for applicants who are affiliated with partner programs.
Antioch University Santa Barbara	The "Early Decider" program allows BA students to take education courses that apply towards their teacher credentialing program during their senior year .
Azusa Pacific University	Each teacher candidate is given a dispositions survey during their admissions interview. A commitment is signed by the teacher candidate to adhere to program expectations and dispositions.
Biola University	Candidates applying for the Internship Program must meet the above admissions requirements as well as provide verification of a district contract with a district that has an internship agreement with Biola University.
Brandman University	Multiple and Single Subject applicants with a GPA lower than a 2.5 may, under certain conditions, petition for admission consideration under an "exceptional admit" category. Applicants must have passed the CBEST and one of the approved graduate admissions examinations (GRE minimum score for Verbal and Quantitative sections is 450, Analytic Writing is 4.5. Miller Analogies Test: minimum scaled score of 403. Subject Matter Competency Examinations: successfully complete all subtests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level General Science where only subtest I and II are required) to be considered for an exceptional admit. The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential application. Once a student does this, they would fill out an application and the "Exceptional Admit" form and during the once a month Standards meeting, an education faculty member and the other Standards Team determine if the student will be accepted.
California Baptist University	
California Lutheran University	
California State Polytechnic University, Pomona	Students are conditionally admitted if minimum GPA is less than 2.67 and subject matter verification is in progress. Students also fall into this category if they are in the process of completing prerequisites
California State University, Bakersfield	Students not meeting the minimum GPA requirement, may be accepted into the Intern Programs as "exceptional" admits. These students must meet all other admission requirements, i.e. passage of CBEST, passage of CSET Exam(s) or subject matter, and a job offer from an Intern partnering school district.
California State University, Channel Islands	

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California State University, Chico	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Dominguez Hills	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, East Bay	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No
California State University, Fresno	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
California State University, Fullerton	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Long Beach	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
California State University, Los Angeles	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No

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<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
California State University, Chico	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		1
California State University, Dominguez Hills	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Postgraduate		0
California State University, East Bay	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	Yes	Negative TB Test, US Constitution	Postgraduate	Bachelors Plus Early Pathway Program (BPEP)	1
California State University, Fresno	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	orientation, medical clearance, advising form, university admission	Postgraduate		1
California State University, Fullerton	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	TB, MMR, Eng. Prof., prereq. coursework, CPR training, U.S. Const./Gov.	Postgraduate		1
California State University, Long Beach	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Postgraduate		0
California State University, Los Angeles	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	writing proficiency, speech, US Constitution	Postgraduate		0
California State University, Monterey Bay	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	No	No	No		Postgraduate		1

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
California State University, Chico	Second link (single subject): <a href="http://www.csuchico.edu/educ/programs/single_sub_intern.shtml">http://www.csuchico.edu/educ/programs/single_sub_intern.shtml</a>
California State University, Dominguez Hills	Admission to the Special Education credentials requires concurrent admission to the MA degree, so the minimum GPA is higher than that required for admission to the general education programs.
California State University, East Bay	We offer an option for current undergraduate students to earn their Bachelors degree and teaching credential in four years as part of our Bachelors Plus Early Pathway (BPEP) Program in Multiple Subject or Single Subject Teaching. BPEP students are not eligible for internship credentials because they do not possess a bachelor's degree, a requirement for certification in California.
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies students who do our Multiple Subject (Elementary Education)credential program concurrently with their Liberal Studies major in their Junior and Senior years.
California State University, Fullerton	Students must be enrolled in the University before applying to the credential program.
California State University, Long Beach	
California State University, Los Angeles	
California State University, Monterey Bay	Just a clarification that "undergraduate" students refer to the 4-5 students in the integrated/blended pathway that just began 2008-2009.

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California State University, Northridge	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No
California State University, Sacramento	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
California State University, San Marcos	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
CalState TEACH	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Chapman University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes
Claremont Graduate University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No

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Institution	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
California State University, Northridge	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	Yes	Pre-service Component, Tuberculosis Clearance and Language Proficiency for Bilingual Programs	Postgraduate		0
California State University, Sacramento	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	U.S. Constitution requirement	Postgraduate		0
California State University, San Bernardino	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Other	see below	1
California State University, San Marcos	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		0
California State University, Stanislaus	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No		Other	Completion of prerequisites	0
CalState TEACH	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None	Postgraduate		1
Chapman University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Postgraduate		1
Claremont Graduate University	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	On-Site Writing Sample	Postgraduate		1



## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
California State University, Northridge	Intern Coordinator Advisement required to apply to the Intern Program. Exceptional Admission for GPA.
California State University, Sacramento	
California State University, San Bernardino	Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least a Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subject). Postgraduate candidates are formally admitted into the initial teacher cerfication programs once they have met all program admission requirements. Additional program admission requirements may be found on the CSUSB College of Education/Program website at: <a href="http://www.csusb.edu/coe/programs/">http://www.csusb.edu/coe/programs/</a>
California State University, San Marcos	
California State University, Stanislaus	Ed Specialist Credential Program is housed in Advanced Studies in Education ( <a href="http://www.csustan.edu/advstd/SpecialEd/">www.csustan.edu/advstd/SpecialEd/</a> ). Multiple and Single Subject Credential Programs are in Department of Teacher Education ( <a href="http://www.csustan.edu/TeacherEd/">www.csustan.edu/TeacherEd/</a> ).
CalState TEACH	We limit conditional admits to 15%. We do not accept undergraduates into the university intern (alternative program). University interns complete 160 hours of preintern professional development before they are formally admitted into the university intern program and recommended for the intern credential to become the teacher of record in their public school classroom.
Chapman University	The Multiple and Single Subject Credential programs and the Education Specialist Instruction Credential program (mild/moderate and moderate severe) admit candidates on a conditional basis. Applicants are required to have an undergraduate GPA of 2.75 (based on the last 60 semester credits of the undergraduate program) to be considered for regular admission. If a candidate's GPA is below 2.75 and above 2.5 she may be admitted on a conditional basis provided she takes and passes one of the following assessments: (a)The California Subject Exam for Teachers (CSET), or (b)The Graduate Records Exam (GRE), or (c)The Miller Analogies Test (MAT). Only candidates who have met the all of the other entrance requirements aside from the GPA would be eligible for a conditional admission. A candidate who has been admitted on a conditional basis must pass one of the three aforementioned exams during her initial semester of enrollment. If she does not pass, then she cannot enroll in additional coursework until the exam has been passed.
Claremont Graduate University	While GPA and experience with youth are important factors in the application process, we do not have a cut-off requirement for either. The admissions score is based on GPA, experience with youth, essay, interview, site writing sample, and letters of recommendation with a maximum point value of 130. Candidates are reviewed holistically, and high overall application scores drive admissions and fellowships.

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Concordia University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Dominican University of California	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Fortune School of Education (Project Pipeline)	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Fresno Pacific University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No	No
High Tech High Communities	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Holy Names University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No
Humboldt State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
IMPACT (San Joaquin County Office of Education)	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
John F. Kennedy University	N/A	Yes	N/A	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No

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<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Concordia University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		0
Dominican University of California	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	TB Test	Postgraduate		0
Fortune School of Education (Project Pipeline)	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Demonstration Lesson for ECO Candidates	Other	When application, Pre-Service, and employment requirements are met.	0
Fresno Pacific University	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No	No		Postgraduate		1
High Tech High Communities	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	Intern Program	Postgraduate	Intern Program	1
Holy Names University	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		1
Humboldt State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate		0
IMPACT (San Joaquin County Office of Education)	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	U.S. Constitution Requirement for Teachers	Postgraduate		0
John F. Kennedy University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None other than specified above	Postgraduate	Summer Quarter (June) of the year admitted.	1

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
Concordia University	
Dominican University of California	
Fortune School of Education (Project Pipeline)	All applicants must complete and submit the required documentation at one of three application deadlines: March 1st, June 1st, and October 1st. If their application meets the minimum requirements, candidates are asked to interview. If accepted into Pre-Service during the interview process, candidates begin Pre-Service during the Summer, Fall, or Spring. Upon successful completion of Pre-Service and with the recommendations and GPA required, eligible candidates will be able to advance to the District Intern Program once they are able to obtain a full time teaching position as teacher of record in a classroom. The first deadline to find a position is September 30th and the second is December 31st. If candidates are unable to find an appropriate teaching placement during this time frame, their files are placed a pool of eligible District Intern candidates and must be renewed once per year to remain active.
Fresno Pacific University	Students applying to the teacher education program are looked at individually by the program director. Decisions on admissions are made after reviewing their application, academic performance (using transcripts), letters of recommendation, writing samples, test scores, and the personal interview. For candidates applying to the internship program additional requirements must be met including: demonstration of the ability to become a teacher of record in a classroom. This is evidenced by prior observation, and letters of recommendation from people who have observed the candidate in the classroom setting. Candidates must also have an offer of employment appropriate for the the program they are completing.
High Tech High Communities	At HTH, employment decisions are made first. Once a person is hired to teach, then the credential office meets with the person to determine what steps they need to take to be credentialed for the assignment they are given. Hires who do not yet have a credential, complete the testing prerequisites then gain a CA Intern credential (good only at HTH) and are enrolled in the HTH Intern program. When an Intern successfully completes the two year program, HTH applies for a CA preliminary credential for the teacher.
Holy Names University	Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement.
Humboldt State University	
IMPACT (San Joaquin County Office of Education)	
John F. Kennedy University	A University Intern must have completed the CCTC required amount of preservice hours or credits in order to be eligible for an internship and must have obtained a position as an Intern in a school district that is verified by the district's credential analyst. This job offer is sent in writing to the IHE Credential Analyst. Candidates accepted must have passed the CBEST Basic Skills Test and the CSET exams in their subject area. Internships are needed when a district cannot find qualified teachers in these areas particularly i.e. Biology, Chemistry, Physics, English(Drama), English, Spanish. Although in 2008-09, two districts needed Art Interns, these particular candidates were outstanding in the field of Art and were already known by their districts. In today's market the market for Art Intern is non-existent as Art Teachers are not being hired. (2010 Market) To clarify the comment about conditionally accepted candidates for admission to the program, i.e. Provisional admission is primarily granted when the admissions office has not received transcripts from every previously attended university or college.

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
La Sierra University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Los Angeles Unified School District	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Loyola Marymount University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Mount St. Mary's College	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No
National Hispanic University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Notre Dame de Namur University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
La Sierra University	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	CPR, TB Skin Test	Sophomore year	Postgraduate	1
Los Angeles Unified School District	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Postgraduate		0
Loyola Marymount University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Technology Requirement	Other	After first 4 courses with grade of "B" or better	1
Mount St. Mary's College	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No		Postgraduate	Blended Program	1
National Hispanic University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	US Constituion & 120 Clock intern hours	Postgraduate		1
National University	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	Yes	No	No	No	No	Yes	Yes	Basic skills required but no minimum test score for admission. Must pass Basic Skills for st.teach	Other	Open enrollment any month.	1
Notre Dame de Namur University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No		Postgraduate		1

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
La Sierra University	If a student is an undergraduate and has not completed all Liberal Studies Program requirements, he is allowed a variance in regard to the CSET exam. The CSET exam may be taken when the student completes the Liberal Studies coursework. This variance would also apply to secondary teacher education candidates.
Los Angeles Unified School District	
Loyola Marymount University	Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition for admission. Candidates accepted through exceptions process will be admitted on controlled admission status as described above.
Mount St. Mary's College	
National Hispanic University	
National University	<p>Graduate Admission Exceptions:  Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement.□</p> <p>Undergraduate Admission Exceptions:  Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS.</p>
Notre Dame de Namur University	

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Oakland Unified School District	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Orange County Office of Education	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Pacific Oaks College	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Patten University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Pepperdine University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No
Point Loma Nazarene University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
San Diego City Unified School District	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No



**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Oakland Unified School District	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	NA	Other	We serve career changers; they can apply to the program after they have recieved a B.A.	0
Orange County Office of Education	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	California State Requirements: U.S. Consitution, CBEST, CSET. Official, sealed transcripts.	Postgraduate		1
Pacific Oaks College	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		0
Patten University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Haberman Star Interview	Postgraduate	120 hour pre-service requirement	0
Pepperdine University	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	Proof of attempt for the Basic Skills Requirement	Postgraduate		0
Point Loma Nazarene University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None	Postgraduate		0
San Diego City Unifed School District	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate	Fall	0

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
Oakland Unified School District	
Orange County Office of Education	Provisional acceptance to program for outstanding requirements. Requirements must be met by end of credential introductory course. Applicant put on hold until requirements are met.
Pacific Oaks College	
Patten University	
Pepperdine University	The University Intern Program is available to all of the students enrolled in our traditional program who also meet the intern eligibility requirements. There are no additional admission requirements for the University Intern Program. To be eligible for the intern program students must meet the requirements for traditional student teaching, complete 120 hours of pre-service education, and demonstrate subject area competence.
Point Loma Nazarene University	Applicants who do not meet the minimum standards for program eligibility, but who can demonstrate an exceptionally rich experiential background and/or have shown a dramatic change in academic performance, may petition the academic dept or school for a special review of their status. A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for program eligibility under exception, the applicant must also provide a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. The applicant is also required to schedule an interview with a Point Loma Nazarene University academic advisor from the school to which the applicant is applying. Following the interview, the academic advisor submits a summary of the applicant's interview and petition package to the department chair or dean of the school. When appropriate, the dean submits the petition to the Graduate Studies Committee with a recommendation. The Graduate Studies Committee or designee is the final authority for all petitions for program eligibility under exception.
San Diego City Unified School District	

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<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
San Diego State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
San Francisco State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
San Jose State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
Santa Clara University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Sonoma State University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No
St. Mary's College of California	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Stanislaus County Office of Education	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
Touro University	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
University of California, Irvine	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes
University of California, Los Angeles	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No
University of California, Riverside	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	No	Yes
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
San Diego State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		1
San Francisco State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	2nd language requirement	Postgraduate		1
San Jose State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	None	Postgraduate		1
Santa Clara University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate	post bac	1
Sonoma State University	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No		Postgraduate		1
St. Mary's College of California	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate	none	1
Stanislaus County Office of Education	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	none	Postgraduate		1
Touro University	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	NA	Postgraduate		1
University of California, Irvine	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	N/A	Postgraduate	Spring Start Program	1
University of California, Los Angeles	No	No	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		Postgraduate		0
University of California, Riverside	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	None	Postgraduate		1
University of California, San Diego	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	No	Yes	2nd language acquisition, U.S. Constitution, TB test	Senior year		1
University of LaVerne	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		1

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
San Diego State University	Students may be admitted to some programs prior to passing CBEST. They are not allowed to do the second semester of student teaching until they have passed the exam.
San Francisco State University	
San Jose State University	
Santa Clara University	The information above are the admissions requirements for the 2009-2010 academic year. Our policies and procedures are currently being evaluated and will be changing for the next academic term.
Sonoma State University	
St. Mary's College of California	In all three credential programs the candidate must be offered employment as teacher of record in their authorization area to be considered to be an intern. State regulations mandate an intern complete at least 120 hours of instruction in the credential program prior to entering the K-12 classroom as an intern. Multiple Subject students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program.
Stanislaus County Office of Education	If an intern teacher is hired by a school district and the intern does not meet the minimum required GPA, the district is requested to write a letter on behalf indicating the other factors that should be considered for entrance into the program.
Touro University	Candidates can be admitted conditionally if undergraduate GPA does not meet Entrance Requirement. They must attain a 3.0 GPA/B grades in all their courses at the end of their first semester in order to continue in the program. Candidates are not admitted to the intern program until the end of their first semester in the Credential Program and/or completion of the required 120 hours of course work. Also, in order to be admitted to the Intern Program candidates must also provide proof of subject matter competency/CSET, CBEST, US Constitution requirement, and verification from their school district that their contract is at least 60% in their subject matter area.
University of California, Irvine	Exceptions made to the admissions are as follows: Degree posting, passage of State required Exams like CBEST and CSET, GRE, Certificate of Clearance, lower GPA, etc.
University of California, Los Angeles	
University of California, Riverside	Candidates must meet the conditions of the university intern credential which is passage of the basic skills and subject matter exams, Certificate of Clearance, and preservice requirements. The candidates must also secure a teaching position with one of the school districts who has a partnership with the UCR Teacher Education.
University of California, San Diego	Single-subject graduate candidates may also serve as district interns; all other credential candidates complete a post-baccalaureate student teaching program.
University of LaVerne	

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
University of Phoenix	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
University of Redlands	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
University of San Diego	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No
University of San Francisco	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No
University of the Pacific	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No
Whittier College	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
William Jessup University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No

**Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission**

<b>Institution</b>	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
University of Phoenix	N/A	Yes	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	No	N/A	Yes	N/A	No	N/A	No	N/A	No	0	Other	Within 12 credits of program	1
University of Redlands	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		Postgraduate		1
University of San Diego	N/A	Yes	N/A	No	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	N/A	No		Postgraduate		1
University of San Francisco	N/A	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A	No	None	Postgraduate		1
University of the Pacific	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No		Junior year	Graduate students are formally admitted after completing the prerequisite teacher education courses.	0
Whittier College	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		0
William Jessup University	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	after Initial Student Teaching 1	Postgraduate	none	1

## Appendix B-2: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
University of Phoenix	Students in graduate degree programs who have less than the minimum 3.0 GPA upon admission will be admitted on a conditional basis. Under conditional admission, students will have the opportunity to take four (4) UPX courses and at the end of the 4th course, must have attained the required GPA for their degree program. If they have failed to meet this requirement, they will be disqualified for admission to the University.
University of Redlands	
University of San Diego	All data for alternative programs are combined with those reported for our traditional program. Some of the requirements noted in this section are required before candidates begin fieldwork in a school (i.e. practicum and student teaching), even though they are not required for admission. These include fingerprint check and background check. In addition, prior to student teaching, candidates must complete a minimum number of hours in a classroom, and complete a specified sequence of courses/credits. <u>Before they are eligible for the credential, candidates must pass a subject area/academic content test.</u>
University of San Francisco	We only admit students once per year, with applications due by March 1 for summer admittance. We require passing scores on CSET Multiple Subjects Test (all three subtests), passing score on either CBEST, CBEST Equivalent, or CSET Writing Proficiency Test, and a 2.75 GPA on Bachelor's coursework. We also require candidates to have a mild/moderate teaching position prior to continuing into the first fall of the program. Conditional admittance may be granted for lack of passing test scores, but only for the initial early summer courses. Conditional admittance may also be granted for those without a teaching position at the time of admittance. Occasionally conditional admittance is granted for those with lower than a 2.75 GPA if other factors, such as prior experience, indicate probable success in the program. Conditional admittance may be granted for those whose BA/BS degree will post prior to entering the first summer courses.
University of the Pacific	
Whittier College	Undergraduates are formally admitted once they graduate and apply to the Whittier College teacher preparation program. They either apply to start or finish the credential program they started as an undergraduate. Although Whittier College does not formally admit undergraduates to the credential program undergraduates are allowed to start taking credential coursework in their junior and senior year of college. All other graduate students must be formally admitted before they start taking their credential coursework.
William Jessup University	We admit on a probationary basis for students who do not have a 3.0 GPA. They have one semester to prove they can maintain a 3.0 GPA within our program.



**Appendix B-2: Institutional and Program Report Card - Section 1.b. Program Enrollment**

<b>Institution</b>	<b>ProgramType</b>	<b>Total Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Hispanic/ Latino of any race</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>White</b>	<b>Two or more races</b>
Alliant International University*	Alternative, IHE-based										
Antioch University Santa Barbara	Alternative, IHE-based	1	0	1	1	0	0	0	0	0	0
Azusa Pacific University*	Alternative, IHE-based										
Biola University	Alternative, IHE-based	1	0	1	0	0	0	1	0	0	0
Brandman University	Alternative, IHE-based	743	259	484	136	4	37	24	0	436	0
California Baptist University	Alternative, IHE-based	49	9	40	11	0	0	2	0	29	3
California Lutheran University	Alternative, IHE-based	28	4	24	1	0	0	0	0	27	0
California State Polytechnic University, Pomona	Alternative, IHE-based	17	3	14	2	0	11	0	0	4	0
California State University, Bakersfield	Alternative, IHE-based	85	24	61	28	0	3	5	2	52	0
California State University, Channel Islands	Alternative, IHE-based	22	17	5	4	0	2	0	0	16	0
California State University, Chico	Alternative, IHE-based	67	23	44	1	0	1	0	1	55	0
California State University, Dominguez Hills	Alternative, IHE-based	231	57	174	75	0	18	55	0	52	1
California State University, East Bay	Alternative, IHE-based	89	31	58	16	1	11	6	0	38	17
California State University, Fresno*	Alternative, IHE-based				0	0	0	0	0	0	0
California State University, Fullerton	Alternative, IHE-based	128	37	91	35	1	8	3	0	70	0
California State University, Long Beach	Alternative, IHE-based	66	25	41	21	0	7	2	0	28	2
California State University, Los Angeles	Alternative, IHE-based	70	29	41	19	0	0	2	0	5	0
California State University, Monterey Bay*	Alternative, IHE-based										
California State University, Northridge	Alternative, IHE-based	385	272	113	95	3	24	22	4	171	66
California State University, Sacramento	Alternative, IHE-based	43	8	35	7	0	4	2	1	20	0
California State University, San Bernardino	Alternative, IHE-based	195	81	114	63	3	9	12	0	83	0
California State University, San Marcos	Alternative, IHE-based	12	7	5	3	0	0	0	0	6	0
California State University, Stanislaus	Alternative, IHE-based	76	27	49	14	1	9	1	1	30	5
CalState TEACH	Alternative, IHE-based	209	42	167	53	4	7	11	0	83	0
Chapman University	Alternative, IHE-based	35	24	11	6	1	5	1	0	21	0
Claremont Graduate University	Alternative, IHE-based	256	68	188	82	0	35	28	0	86	21
Concordia University	Alternative, IHE-based	1	1	0	0	0	0	0	0	1	0
Dominican University of California	Alternative, IHE-based	34	10	24	1	1	1	1	0	24	2
Fortune School of Education (Project Pipline)	Alternative, not IHE-based	411	199	212	41	3	35	34	6	249	16
Fresno Pacific University	Alternative, IHE-based	58	18	40	9	2	1	1	0	44	0
High Tech High Communities	Alternative, not IHE-based	35	15	20	3	0	2	1	1	26	0
Holy Names University*	Alternative, IHE-based										
Humboldt State University	Alternative, IHE-based	4	1	3	0	1	0	0	0	3	0
IMPACT (San Joaquin COE)	Alternative, not IHE-based	641	245	396	103	8	19	43	10	365	0
John F. Kennedy University	Alternative, IHE-based	4	2	2	1	0	0	0	0	3	0
La Sierra University*	Alternative, IHE-based										
Los Angeles Unified School District	Alternative, not IHE-based	245	99	146	96	2	24	34	5	83	0
Loyola Marymount University	Alternative, IHE-based	208	60	148	37	0	22	24	0	122	0
Mount St. Mary's College	Alternative, IHE-based	13	3	10	1	0	1	2	0	7	0

**Appendix B-2: Institutional and Program Report Card - Section 1.b. Program Enrollment**

<b>Institution</b>	<b>ProgramType</b>	<b>Total Enrollment</b>	<b>Male</b>	<b>Female</b>	<b>Hispanic/ Latino of any race</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>White</b>	<b>Two or more races</b>
National Hispanic University	Alternative, IHE-based	72	32	40	47	0	6	6	0	18	1
National University	Alternative, IHE-based	1075	434	641	213	8	48	90	4	535	1
Notre Dame de Namur University	Alternative, IHE-based	49	5	44	8	0	7	1	0	28	1
Oakland Unified School District	Alternative, not IHE-based	27	21	6	2	0	3	2	0	17	3
Orange County Office of Education	Alternative, not IHE-based	67	32	35	13	1	4	2	0	42	3
Pacific Oaks College	Alternative, IHE-based	1	0	1	1	0	0	0	0	0	0
Patten University	Alternative, IHE-based	16	10	6	3	0	2	4	0	4	1
Pepperdine University	Alternative, IHE-based	14	5	9	0	0	0	2	0	5	0
Point Loma Nazarene University*	Alternative, IHE-based										
San Diego City Unified School District	Alternative, not IHE-based	38	11	27	7	0	2	1	1	27	0
San Diego State University	Alternative, IHE-based	61	19	42	31	0	3	1	2	19	5
San Francisco State University	Alternative, IHE-based	176	78	98	24	1	24	11	3	65	0
San Jose State University	Alternative, IHE-based	82	21	61	15	0	11	2	0	42	1
Santa Clara University	Alternative, IHE-based	69	5	64	3	0	0	0	0	4	0
Sonoma State University*	Alternative, IHE-based										
St. Mary's College of California*	Alternative, IHE-based										
Stanislaus County Office of Education	Alternative, not IHE-based	10	5	5	0	0	0	0	0	10	0
Touro University*	Alternative, IHE-based										
University of California, Irvine	Alternative, IHE-based	15	7	8	2	0	7	0	0	5	0
University of California, Los Angeles	Alternative, IHE-based	18	11	7	6	0	3	6	0	3	0
University of California, Riverside	Alternative, IHE-based	25	6	19	9	0	5	2	0	7	1
University of California, San Diego*	Alternative, IHE-based										
University of LaVerne*	Alternative, IHE-based										
University of Phoenix*	Alternative, IHE-based										
University of Redlands	Alternative, IHE-based	31	19	12	5	0	0	1	0	20	1
University of San Diego*	Alternative, IHE-based										
University of San Francisco	Alternative, IHE-based	28	11	17	5	0	3	1	1	14	0
University of the Pacific*	Alternative, IHE-based										
Whittier College	Alternative, IHE-based	136	30	106	58	1	6	3	1	67	2
William Jessup University	Alternative, IHE-based	3	0	3	0	0	0	0	0	3	0

\*Alternate Route enrollment reported along with Traditional route enrollment.

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
Alliant International University	120	1260	6	10.25	318	
Antioch University Santa Barbara	160	560	2	0	1	Four part-time adjunct faculty also supervise clinical experience. One part time adjunct supervised our alternative/intern candidate
Azusa Pacific University	300	600	20	77	224	
Biola University	35	665	0	1	1	Intern candidates are required to complete a minimum of 35 fieldwork hours during their Internship program coursework. The student teaching course is replaced by four 3 unit Internship courses which are taken every semester by the Intern candidate during employment in a school district as the teacher of record. The intern course can be taken for a maximum of four semesters.
Brandman University	225	240	230	0	411	Candidates performance in Supported and/or Directed Teaching will be reflected with a grade of Pass/No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the Teacher Performance Expectations (TPE) standards. A grade of No Pass indicates that the candidate has not met the TPE standards and must successfully complete additional Supported/Directed Teaching or may be dismissed from the program. Directed teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different grade levels in at least one assignment that meets multicultural criteria. If the candidate is in one of the combined special education/general education programs, one assignment must be in a special education setting. For special education only credentials, the candidate has only one session of full day directed teaching assignment that meets the multicultural criteria. Directed Teaching placements must be completed in public schools. The fieldwork coordinator, not the student, at each location will make the Directed Teaching placements. University personnel will supervise all student teachers. Directed Teaching placements in special education classrooms are not acceptable for the Single Subject only or Multiple Subject only Credential. Summer school placements are not acceptable unless in year-round public schools.□
California Baptist University	123	420	7	13	169	

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
California Lutheran University	157	480	1	24	203	These numbers include both Alternative and Traditional IHE-based programs.
California State Polytechnic University, Pomona	45	800	5	20	68	
California State University, Bakersfield	45	300	14	7	85	
California State University, Channel Islands	48	384	0	1	20	Field experience is embedded into all phases of the teacher preparation programs at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experience that focuses on observing and guiding behavior in classrooms. Students attend local schools for one day per week during which they assist the classroom teacher and complete specific assignments designed to sharpen their observation skills and to begin to take on tasks associated with managing student behavior in the classroom with such activities as running small groups and hallway duties. Some of the observational activities focus on the entire classroom environment and how it assists students learning and other activities focus on specific types of learners such as students who are English learners or have special needs. Field experience is about 20% of the prerequisite program. During each of two semesters of the credential program, teacher preparation candidates work in classrooms for one day per week during the first eight weeks of the semester and five days per week during the second eight weeks of the semester. Teacher candidates complete assignments associated with their teaching methods classes and gradually take over full responsibility for teaching the entire day. Student teaching is about 55% of the
California State University,	200	600	0.97	1.71	67	The average clock hours above are only for the Single and Multiple subject interns. 200 hours is based on a traditional first semester placement; however, interns may teach full time both semesters. SpEd Interns complete a two year program with approximately 4 semesters of full time teaching.

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
California State University, Dominguez	160	0	1.87	13.7	309	Intern Candidates are not student teaching. They are teaching full-time in a classroom as teacher of record. They are supervised by a Support Provider and an on-site supervisor. We do not count clock hours for student teaching in this case. Instead, their time in the classroom follows their contract requirements. Note: the numbers for FTE Faculty and Adjunct supervisors reflect a full-time work load of 24 units.
California State University, East Bay	120	576	2	16	86	Prior to holding and paid internship, the candidate must complete the state-mandated 120 hours of pre-service experience which are courses embedded in the teaching credential program. These interns, or student teachers under contract complete their field practicum as paid teachers in their own classrooms. Interns share the same responsibilities as standard classroom teachers and are fully accountable for the learning experience of the children under their direction. Their teaching positions may be full time or part time and must match and their credential objectives. Each must partner with an experienced teacher at the site who holds the appropriate credential(s) and can provide support as needed.
California State University, Fresno	45	1440	0	0	0	Alternative program students (interns) are included with program completers not currently enrolled student population.
California State University, Fullerton	100	468	36.5	18	49	
California State University, Long Beach	90	517	11	24	71	

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
California State University, Los Angeles	73	318	14	84	168	Students enrolled in alternative (intern) credential programs complete final supervised clinical experiences in their own classrooms as teachers of record. Interns in the elementary and secondary education programs also complete two support seminars at approximately the mid-point of their program. Interns in the special education (education specialist) program attend quarterly seminars with their school district support providers, for a total of 6 sessions. Special education interns complete two supervised clinical experiences. The first experience is typically completed mid-way through the program and includes work with students with and without disabilities. The final directed teaching experience is a full-time experience completed at the end of the program. Based on the broad definition provided for the term "supervised" clinical experience, candidates in the alternative program (both completers and enrolled) are continually engaged in "supervised" clinical field experience. Therefore, the large numbers of candidates engaged in supervised clinical experience represents the total of completers and enrolled students for elementary or secondary education. Students enrolled in the special education (education specialist) program, complete two supervised clinical experiences. The first experience is typically completed mid-way through the program and includes work with students with and without disabilities.
California State University, Monterey Bay	0	600	9	7	162	All data are combined and reported in the Traditional Report.
California State University, Northridge	65	1586.67	1.64	14.35	180	30 hours of supervised school-based experiences and assignments are completed in single subject credential courses during the program. There are two part-time full-semester supervised student teaching experiences, and three full-time full-semester supervised internship teaching experiences. How calculated: Dividing the number of units of supervision for full-time faculty by 12, and for part-time faculty and Pre-K–12 supervisors by 15.
California State University, Sacramento	50	550	10	35	35	Candidates in our Sacramento State, College of Education alternative programs (intern teachers) are "teacher of record" in a classroom of their own, hired by a local education agency (district or county office). Supervision and support is provided by both a university supervisor and a site-level educator. General education intern candidates must pass a standardized culminating performance assessment (PACT: Performance Assessment for California Teachers) prior to earning the certification. PACT activities occur in the candidate's intern teaching placement.

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
California State University, San Bernardino	190	700	6	38	141	Please Note: Numbers for full-time equivalent faculty & full-time equivalent adjunct faculty are individual counts. That is, supervisors may supervisor candidates from more than one program; however, each supervisor is only counted once. The numbers do not represent the number of supervised clinical experiences candidates completed. Please Note: Numbers for students completed supervised clinical experience are non-duplicative counts (students only counted once even though they may have completed more than one clinical experience).
California State University, San Marcos	70	320	0	0.92	8	
California State University, Stanislaus	120	626	10.23	1.55	118	
CalState TEACH	160	1640	9	26	209	Our alternative candidates complete 160 hours of preintern development and clinical experience before they become the teacher of record in their classroom. For the remainder of the program they are full-time teachers supported by PreK-12 site mentors and supervised by CalState TEACH faculty. Every intern has a dedicated site mentor who spends approximately 80 hours per semester supporting the intern. We have calculated that commitment at .18 FTEF.

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
Chapman University	120	480	3	1	27	<p>Applicants for student teaching must be filed with the College of Educational Studies at the beginning of the semester/term prior to the one in which a student plans to student teach. Subject matter competency or passage of CSET must be met prior to enrolling in student teaching.</p> <p>Applicants for student teaching must be filed with the College of Educational Studies at the beginning of the semester/term prior to the one in which a student plans to student teach. Subject matter competency or passage of CSET must be met prior to enrolling in student teaching.</p> <p>Student teaching consists of one semester of full-day student teaching at two different grade levels in schools which meet multicultural criteria. If the candidate is in one of the special education programs, one assignment must be in a special education setting.</p> <p>Student teaching placements must be completed in public schools. Student teaching placements must be in public schools. Student teaching placements are made by the coordinator, not by students. All student teachers will be supervised by university personnel.</p> <p>Student teaching placements in special education classroom are not acceptable for the single subject only or a multiple subject only credential. Summer school placements are not acceptable unless in year-round public schools. Single Subject experience must be in appropriate subject area. Neither substitute teaching, work as a</p>
Claremont Graduate University	120	924	0	11.5	91	<p>The Claremont Graduate University Teacher Education Internship Program (CGU TEIP) is an internship only program. A year of internship teaching as the teacher of record is completed with extensive faculty supervision as the equivalent to the student teaching experience. Due to the difficult job market in some credential areas in California, a few students have completed the program through a traditional student teaching instead.</p> <p>For the Internship year, candidates are visited a minimum of 15 times by their faculty adviser, who also teaches coursework on Saturdays. The CGU TEIP tightly couples clinical and theoretical work.</p>
Concordia University	120	1360	1	0	1	
Dominican University of California	160	1260	0.94	1.52	23	The Alternative IHE-based Program is the Intern Program at Dominican.



**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

<b>Institution</b>	<b>Average # of clock hours required prior to student teaching</b>	<b>Average # of clock hours required for student teaching</b>	<b># of full-time equivalent faculty in supervised clinical experience during this academic year</b>	<b># of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)</b>	<b># of students in supervised clinical experience during this academic year</b>	<b>Additional information about or descriptions of the supervised clinical experiences</b>
Fortune School of Education (Project Pipeline)	0	70	3	48	411	District Interns are not "student teachers." Instead, they are teachers of record in a full-time teaching environment with salary and benefits. The only difference is that they are in an internship setting in which they are mentored, supervised and reviewed more frequently than fully credentialed teachers.
Fresno Pacific University	120	450	5	22	47	The university is also piloting multiple models of university-school partnerships which have strengthened the student teaching/internship component of the program. These partnerships address the persistent problem of coherence within teacher preparation programs. The university is concurrently engaged in research evaluating the impact of student teaching programs on K-12 student achievement.
High Tech High Communities	120	1080	0	8	35	All 35 Interns are the teacher of record and responsible for day to day teaching. They are observed and assessed by their on-site mentors, course instructors, and a Lead Mentor. Interns must pass a Practicum course to graduate from the program. Student teaching is every day of the school year.
Holy Names University	45	140	4	6	28	<p>Prior to assuming daily teaching responsibilities as a student teacher, the candidate enrolls in courses which required supervised field experience and offer University faculty opportunities to assess the candidate's readiness to assume daily teaching duties. Fieldwork experiences are required in coursework throughout the programs. Each fieldwork experience is accompanied by a written assignment in which themes and issues from course readings are described with reference to the observations and/or participation. Extended hours are required in the preliminary student teaching courses. These hours require observation, participation, reflection and discussion of planning, organizing for instruction and delivering instruction.</p> <p>EDUC 330 C/I: Candidates in fulltime student teaching in the multiple subjects program complete two eight-week assignments. One of these must be in a primary grade (1,2 or 3) and one must be in upper elementary (4 or 5). Each of these is fulltime, and they are required to follow the schedule of the master teacher attending parent conferences, school meetings as part of the assignment. A ten day solo is required for each placement. They attend a weekly seminar with the course instructor and complete assignments relevant to their field placements. These include: Student Assessments in reading and math, Instructional Goals Summary, written lesson plans, unit plans and assessments of unit taught, and ongoing daily journals.</p> <p>EDUC 320 C/I: Candidates in secondary student teaching/intern teaching are required to complete one semester placement in two classes at the secondary level. Each class must be in a separate placement within the broad subject description. Each of these is a full-time placement, including attendance at parent conferences, school meetings, and professional development requirements of the school as part of the assignment.</p>

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Humboldt State University	45	836.67	0	0.26	4	
IMPACT (San Joaquin County Office of Education)	160	2000	0	115	641	District Interns do not have student teaching; they are the teacher of record for the duration of their program. Since we are a district intern program, the Average Number of Clock Hours represents the program duration teaching hours not student teaching.
John F. Kennedy University	264	726	1	2	5	Supervised clinical experience relates to Supervised Intern Teaching in this Alternate Program. The number of clock hours for Supervised Student Teaching and Intern Teaching are the same. As mentioned previously, A candidate cannot obtain an internship unless he or she have the required preservice hours stated by CCTC.
La Sierra University	50	720	5	1	36	All adjunct faculty in student teaching supervision placements are highly experienced in instruction and leadership. These individuals hold a minimum of a masters degree but most have earned a doctorate degrees.
Los Angeles Unified School District	60	1080	0	130	245	
Loyola Marymount University	0	900	0	9	112	In 2006, the unit established the Department of Clinical Education to manage and support initial and advanced teacher candidates in field experiences and clinical practice. Clinical Education partners internally with the teacher preparation academic departments, programs, university supervisors, and the University Teacher Education Committee to design and deliver field and clinical experiences that assist candidates in meeting state and professional standards and unit outcomes. Clinical Education also works with the unit's external partners to provide support for candidates in the field.

**Appendix B-2: Institutional and Program Report Card - Section 1.c. Supervised Experience**

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Mount St. Mary's College	30	2880	4	8	13	prior to qualifying for the intern credential. As the teacher of record, teaching on the intern credential, they are supervised while they complete the full credential program. Fieldwork requirements for Pre-service and Interns: Within our program, all candidates are required to participate in an Intensive Fieldwork General Education placement for approximately two weeks (an average of 65-80 hours). Interns have additional requirements. They are required to take pre-service coursework and participate in an Intensive Fieldwork Special Education placement for approximately two weeks (an average of 65-80 hours) in the summer. Once the pre-service coursework is completed, the intern's assumption of teaching responsibilities begins in the fall. The pre-service coursework focuses on foundational instruction skills that the intern will need to assume teaching responsibilities including strategies for teaching English language learners. When the intern assumes teaching responsibilities, a district support provider will be assigned along with a college supervisor to provide guidance and support throughout the two-year program. In addition to required coursework, the intern participates in an Induction Colloquium (EDU 323) each fall and spring semester. This colloquium will provide an opportunity for interns to come together as a cohort to support each other as they share the challenges of their new teaching positions.
National Hispanic University	120	480	1	5.5	36	
National University	30	640	21	142	746	Internship hours for Special Education are 480.
Notre Dame de Namur University	45	500	0.5	1	19	
Oakland Unified School District	180	900	4	27	27	
Orange County Office of Education	15	40	0	13	67	Students in the program are interns, serving as teacher-of-record. They are supervised by practicum supervisor for three semesters. Practicum supervisors are adjunct, retired educators working with beginning teachers, one-to-one with each intern in the field. The interns (students) are full-time teachers, the practicum supervisors are part-time. The practicum supervisor is not be confused with clinical faculty (as in field of behavior science).

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Pacific Oaks College	160	0	2	0	1	Students are not required to complete a student teaching placement. Students are employed and supervised by a field supervisor throughout the course of their programs.
Patten University	100	1440	0	1	2	None
Pepperdine University	0	900	1	0	14	Supervised clinical hours are much higher for University Interns because they teach in classrooms full-time. This is required by both the state of California and the contractual agreement entered into by the intern and the school or district issuing the contract. Since interns are required to pass the CSET before entering the classroom full-time, these students do not clock hours before receiving supervision.
Point Loma Nazarene University	60	480	0	8	24	Because of the unique teaching situation for interns, Clinical Practice requirements are designed specifically to ensure a high quality learning experience that will promote lifelong practitioner knowledge as well as add value to the intern's daily classroom instruction. The intern must meet the same requirements as traditional candidates with the following exceptions: The intern candidate may complete all Clinical Practice requirements in the classroom for which he/she is the teacher of record. The district will provide a seasoned practitioner to serve the intern throughout the Clinical Practice experience. A university supervisor with experience and credentials commensurate with the area of credentialing that the candidate is seeking will be provided by the university. Throughout the 8-week experience in Phase I and the 8-week experience in Phase II, the university supervisor will visit the candidate a minimum of four (4) times for a minimum of ½ hour.
San Diego City Unified School District	65	0	16	0	38	Student Teaching is waived in lieu of a (2) two year Internship. Intern is teacher of record for (2) two full years.
San Diego State University	100	450	9.8	37	37	For purposes of this report, cooperating teachers for the final semester of student teaching are being counted as adjunct faculty.
San Francisco State University	60	303	12	12	146	Interns are employed teachers and are supervised by 1) University faculty and lecturers and 2) On-site principals or vice-principals. They complete the same requirements as candidates in the traditional program, but they are in classrooms a much greater number of hours.
San Jose State University	230	1716	8	6	106	

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Santa Clara University	130	600	2	64	37	
Sonoma State University	168	525	2.99	7.05	470	Structured, integrated clinical experiences make up over 40% of our preliminary credential programs. These experiences are enacted at schools with high percentages of low income, ethnic minority, and English language learners. All of our placements also ensure that candidates work with students with special needs and exceptionalities. Resident/mentor teachers are selected for their expertise, ability to mentor new colleagues, and most importantly are accomplished at helping their students achieve. Data are combined and reported in the Traditional Report.
St. Mary's College of California	137	344	0	50	123	<p>Average number of clock hours required prior to student teaching</p> <ul style="list-style-type: none"> <li>•Single Subject – 100 hours</li> <li>•Education Specialist – 50 hours</li> <li>•Multiple Subject – 262 hours</li> </ul> <p>Average number of clock hours required for student teaching</p> <ul style="list-style-type: none"> <li>•Single Subject – 370 hours</li> <li>•Education Specialist – 270 hours</li> <li>•Multiple Subject – 392 hours</li> </ul> <p>Number of full-time equivalent faculty in supervised clinical experience during this academic year</p> <ul style="list-style-type: none"> <li>•Single subject – 0</li> <li>•Education Specialist – 0</li> <li>•Multiple subject – 0</li> </ul> <p>Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</p> <ul style="list-style-type: none"> <li>•Single Subject – 20</li> <li>•Education Specialist – 10</li> <li>•Multiple Subject – 20</li> </ul> <p>Number of students in supervised clinical experience during this academic year</p> <ul style="list-style-type: none"> <li>•Single Subject – 40</li> <li>•Education Specialist – 10</li> <li>•Multiple Subject – 73</li> </ul>

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Stanislaus County Office of Education	10	42	4	0	10	Since we are an alternative certification program, candidates do not participate in traditional student teaching. All candidates are considered the teacher of record for a K-12 classroom setting. Supervisors are assigned to evaluate the candidate's classroom practice throughout the candidate's program.
Touro University	240	525	11.25	0	22	-During the 2008/2009 the Multiple Subject/Single Subject Credential program was a block program. The Multiple Subject/Single Subject credential program required a minimum of 225 clock hours prior to being intern eligible (EDU 701/702, EDU 703, & EDU 704). Interns in the Multiple Subject/Single Subject credential program had to do a minimum of 1 semester of internship (525 clock hours). Depending upon when they entered the program, some candidates completed 2 semesters of interning (1050 clock hours). There were 6.75 FTE faculty in supervised clinical experience for 13 interns.□ -During the 2008/2009 the Education Specialist Level I Mild/Moderate and Moderate/Severe program was a block program. The Education Specialist required a minimum of 555 clock hours prior to being intern eligible (EDU 704 & SEPS 703). Interns in the Education Specialist credential program complete 1 Semester of internship (525 clock hours). There were 4.5 FTE faculty in supervised clinical experience for 9 interns.
University of California, Irvine	150	1450	1	21	15	
University of California, Los Angeles	100	432	4	2	18	

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University of California, Riverside	90	600	4	0	23	Candidates attend an appropriate seminar series in cohort groups in which they study and discuss state-adopted content standards and curriculum frameworks, diversity in student learning styles, capabilities and interests of students, and research-based teaching strategies. As part of their teaching and seminar coursework, candidates must demonstrate a variety of competencies (these are listed in their Professional Development Handbooks), which require their understanding of and familiarity with the California Frameworks for Teaching and the California Standards for the Teaching Profession. Candidates are required to conduct needs assessments, to use the information from those assessments in planning instruction, to devise plans for and demonstrate proficiency in classroom organization and control, to plan and teach lessons addressing state and local standards, to demonstrate effective teaching skills, to identify and meet the needs of special needs students, to use technology to enhance instruction, and to undertake professional growth and responsibility. At the end of each quarter, by referencing the lesson and unit evaluations and using UCR's Developmental Continuum each candidate meets with the university supervisor to identify strengths in teaching and to formulate a plan for further improvement.
University of California, San Diego	140	600	7	2	78	All data includes both Traditional and Alternative Route programs. Multiple subject candidates complete 2 student teaching experiences at K-3 and 4-6 grade levels; single subject candidates serve as interns or student teachers in English, math, or science at grades 7-12. Candidates for the Education Specialist credential (Deaf and Hard of Hearing) complete 3 student teaching experiences in a variety of K-6 special education settings. All candidates are supervised by clinical faculty who have significant public school experience.
University of LaVerne	135	600	14	50	303	
University of Phoenix	100	600	28	38	472	
University of Redlands	75	720	6	19	31	
University of San Diego	150	480	2	3	80	All data for our internship program in Special Education are combined with those in the traditional program. They are included in the report for the traditional program.

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Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
University of San Francisco	0	0	0	0	28	<p>Our program is an intern only program, thus our candidates are teachers of record throughout the program. However, candidates are required to do 20 hours of observation or volunteer work in classrooms while taking 162 hours of preservice coursework in the summer prior to entering their classrooms as full-time teachers (interns). Under the internship credential, interns complete 4 full semesters of teaching in a supervised clinical experience in which supervisors visit, observe, evaluate, and discuss with the interns their performance in the classroom. The interns are teachers of record in these classrooms and work between .5 and 1.0 Full Time Equivalents (FTEs) during the two years of internship. Total hours vary based on the school's semester length and number of daily hours.</p> <p>The Special Education Internship program employs fieldwork supervisors to observe Interns at various points during the two year program. Interns are observed teaching classes in such as reading, mathematics, science, and social science to special education students in both large and small group, as well as one-on-one settings. They are also observed running IEP meetings. The university fieldwork coordinator assigns each fieldwork supervisor from one to five Interns to work with during the school year. The average supervisor will support three. Most supervisors stay with the intern throughout the entire two years of the program.</p> <p>Fieldwork supervisors visit Interns in their classrooms at least five times in the first semester of their teaching experiences, and at least three times per semester in each of the following three semesters. They record the student's performance based on the 13 Teaching Performance Expectations (TPEs) and record, in narrative form,</p>
University of the Pacific	148	640	2.5	2	39	The number in supervised clinical experiences includes student teachers and any one who was an intern.
Whittier College	125	480	1	7	9	<p>Adjunct faculty supervise interns an average of once every other week (observation and conference) for one academic year in the district of employment. Interns also receive ongoing support on site from our experienced fellow staff member as as often as but no less than once a week with four formal observations per semester. Full time faculty interacts with student teachers in a one semester seminar (12 weeks) and visits/observes confers with each student teachre at least once a semester.</p>
William Jessup University	60	400	1	0	3	



**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Alliant International University	Alternative, IHE-based	TOTAL (all areas/subjects)	205	88	72
Alliant International University	Alternative, IHE-based	Art	0	1	1
Alliant International University	Alternative, IHE-based	BCLAD: Mandarin	1	0	0
Alliant International University	Alternative, IHE-based	BCLAD: Spanish	4	1	1
Alliant International University	Alternative, IHE-based	Business	1	2	1
Alliant International University	Alternative, IHE-based	Cambodian	0	1	0
Alliant International University	Alternative, IHE-based	Clothing and Textiles (Home Economics)	1	0	0
Alliant International University	Alternative, IHE-based	Computer Concepts and Applications	1	0	2
Alliant International University	Alternative, IHE-based	Crosscultural, Language & Academic Development Er	0	0	3
Alliant International University	Alternative, IHE-based	Economics (social science)	0	0	1
Alliant International University	Alternative, IHE-based	Drama	0	1	0
Alliant International University	Alternative, IHE-based	English	27	24	11
Alliant International University	Alternative, IHE-based	Foreign Language: Filipino	1	0	1
Alliant International University	Alternative, IHE-based	Foreign Language: Spanish	3	2	2
Alliant International University	Alternative, IHE-based	Foundational-Level Mathematics	13	10	5
Alliant International University	Alternative, IHE-based	General Subjects	104	32	29
Alliant International University	Alternative, IHE-based	Geography	1	0	0
Alliant International University	Alternative, IHE-based	Health Science	0	0	1
Alliant International University	Alternative, IHE-based	History	1	0	0
Alliant International University	Alternative, IHE-based	Industrial and Technology Education	1	0	0
Alliant International University	Alternative, IHE-based	Introductory Art	1	0	0
Alliant International University	Alternative, IHE-based	Introductory English	0	0	2
Alliant International University	Alternative, IHE-based	Introductory Business	0	2	2
Alliant International University	Alternative, IHE-based	Introductory French	0	1	0
Alliant International University	Alternative, IHE-based	Introductory Korean	1	0	0
Alliant International University	Alternative, IHE-based	Introductory Mathematics	0	0	1
Alliant International University	Alternative, IHE-based	Introductory Science	0	2	0
Alliant International University	Alternative, IHE-based	Introductory Social Science	0	2	0
Alliant International University	Alternative, IHE-based	Introductory Spanish	0	0	1
Alliant International University	Alternative, IHE-based	Mathematics	13	10	7
Alliant International University	Alternative, IHE-based	Mild/Moderate Disabilities	14	2	0
Alliant International University	Alternative, IHE-based	Music	0	2	1
Alliant International University	Alternative, IHE-based	Physical Education	1	1	1
Alliant International University	Alternative, IHE-based	Psychology	1	1	0
Alliant International University	Alternative, IHE-based	Science	0	1	0

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Alliant International University	Alternative, IHE-based	Science: Biological Sciences	25	7	7
Alliant International University	Alternative, IHE-based	Science: Chemistry	6	1	2
Alliant International University	Alternative, IHE-based	Science: Geosciences	3	0	2
Alliant International University	Alternative, IHE-based	Science: Physics	6	3	0
Alliant International University	Alternative, IHE-based	Social Science	5	2	8
Alliant International University	Alternative, IHE-based	Sociology	0	0	2
Alliant International University	Alternative, IHE-based	Spanish	0	1	1
Antioch University Santa Barbara	Alternative, IHE-based	TOTAL (all areas/subjects)	1	0	0
Antioch University Santa Barbara	Alternative, IHE-based	multiple subject	0	0	0
Antioch University Santa Barbara	Alternative, IHE-based	ed. spec. m/m	1	0	0
Azusa Pacific University	Alternative, IHE-based	TOTAL (all areas/subjects)	495	526	612
Azusa Pacific University	Alternative, IHE-based	Education Specialist: Mild/Moderate	111	137	147
Azusa Pacific University	Alternative, IHE-based	Education Specialist: Moderate/Severe	3	0	0
Azusa Pacific University	Alternative, IHE-based	Multiple Subject	203	225	293
Azusa Pacific University	Alternative, IHE-based	Art	6	9	5
Azusa Pacific University	Alternative, IHE-based	Business	3	2	1
Azusa Pacific University	Alternative, IHE-based	Biological Science:Specialized	1	3	1
Azusa Pacific University	Alternative, IHE-based	Chemistry: Specialized	1	2	0
Azusa Pacific University	Alternative, IHE-based	English	38	41	43
Azusa Pacific University	Alternative, IHE-based	Foreign Language: American Sign Language	1	0	0
Azusa Pacific University	Alternative, IHE-based	Foreign Language: French	1	1	1
Azusa Pacific University	Alternative, IHE-based	Foreign Language: Mandarin	2	0	0
Azusa Pacific University	Alternative, IHE-based	Foreign Language: Spanish	10	6	13
Azusa Pacific University	Alternative, IHE-based	Foundational Mathematics	27	13	12
Azusa Pacific University	Alternative, IHE-based	Health Science	2	2	6
Azusa Pacific University	Alternative, IHE-based	Home Economics	1	1	1
Azusa Pacific University	Alternative, IHE-based	Industrial Arts and Technology	1	0	1
Azusa Pacific University	Alternative, IHE-based	Geoscience: Specialized	0	3	0
Azusa Pacific University	Alternative, IHE-based	Music	8	9	10
Azusa Pacific University	Alternative, IHE-based	Mathematics	11	7	12
Azusa Pacific University	Alternative, IHE-based	Physical Education	24	14	13
Azusa Pacific University	Alternative, IHE-based	Science: Biology	13	8	8
Azusa Pacific University	Alternative, IHE-based	Science: Chemistry	2	1	2
Azusa Pacific University	Alternative, IHE-based	Science: Geoscience	4	3	0
Azusa Pacific University	Alternative, IHE-based	Science: Physics	0	2	0

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Azusa Pacific University	Alternative, IHE-based	Social Science	23	31	30
Biola University	Alternative, IHE-based	TOTAL (all areas/subjects)	0	3	3
Biola University	Alternative, IHE-based	Chemistry (specialized)	0	0	1
Biola University	Alternative, IHE-based	Foundationl-Level Mathematics	0	1	0
Biola University	Alternative, IHE-based	Foreign Language: Spanish	0	1	0
Biola University	Alternative, IHE-based	Mathematics	0	1	1
Biola University	Alternative, IHE-based	Physical Education	0	0	1
Brandman University	Alternative, IHE-based	TOTAL (all areas/subjects)	308	0	0
Brandman University	Alternative, IHE-based	Elementary Education	67	0	0
Brandman University	Alternative, IHE-based	Secondary Education	114	0	0
California Baptist University	Alternative, IHE-based	TOTAL (all areas/subjects)	99	119	125
California Baptist University	Alternative, IHE-based	Multiple Subject	44	69	78
California Baptist University	Alternative, IHE-based	Single Subject	36	27	29
California Baptist University	Alternative, IHE-based	Education Specialist	19	23	18
California Lutheran University	Alternative, IHE-based	TOTAL (all areas/subjects)	115	90	101
California Lutheran University	Alternative, IHE-based	Secondary Mathematics	7	7	3
California Lutheran University	Alternative, IHE-based	Secondary Biology	3	0	1
California Lutheran University	Alternative, IHE-based	Secondary Spanish	4	1	1
California Lutheran University	Alternative, IHE-based	Secondary English	12	5	9
California Lutheran University	Alternative, IHE-based	Secondary Social Science	11	12	13
California Lutheran University	Alternative, IHE-based	Secondary Chemistry	0	0	2
California Lutheran University	Alternative, IHE-based	Secondary Physical Education	6	3	3
California Lutheran University	Alternative, IHE-based	Secondary Music	1	1	1
California Lutheran University	Alternative, IHE-based	Secondary Health Science	0	1	1
California Lutheran University	Alternative, IHE-based	Secondary Business	0	0	1
California Lutheran University	Alternative, IHE-based	Secondary Art	1	0	0
California Lutheran University	Alternative, IHE-based	Secondary Geoscience	0	1	0
California Lutheran University	Alternative, IHE-based	Elementary Education	40	46	45
California Lutheran University	Alternative, IHE-based	Special Education Mild to Moderate Disabilities	11	6	12
California Lutheran University	Alternative, IHE-based	Special Education Moderate to Severe Disabilities	14	7	11
California Lutheran University	Alternative, IHE-based	Special Education Deaf and Hard of Hearing	5	0	0
California State Polytechnic University, Po	Alternative, IHE-based	TOTAL (all areas/subjects)	75	95	110
California State Polytechnic University, Po	Alternative, IHE-based	Multiple Subject	5	10	13
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Agriculture	0	0	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Art	0	0	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Business	3	1	4
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject English	6	13	9
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Mathematics	6	9	7
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Foundational Level Math	3	4	12
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Music	1	1	2
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Chemistry Specialized	0	0	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Physics	0	0	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Biological Sciences	3	0	1
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Physical Education	0	3	4
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Chemistry	1	1	2
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Geo Science	0	2	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Physics	1	1	0
California State Polytechnic University, Po	Alternative, IHE-based	Single Subject Social Science	2	6	7
California State Polytechnic University, Po	Alternative, IHE-based	Education Specialist Mild Moderate	10	4	11
California State Polytechnic University, Po	Alternative, IHE-based	Education Specialist Moderate Severe	12	13	17
California State University, Bakersfield	Alternative, IHE-based	TOTAL (all areas/subjects)	84	128	103
California State University, Bakersfield	Alternative, IHE-based	Elementary Education	12	62	42
California State University, Bakersfield	Alternative, IHE-based	Special Education	45	38	27
California State University, Bakersfield	Alternative, IHE-based	Secondary Education	28	27	34
California State University, Bakersfield	Alternative, IHE-based	Art	0	0	2
California State University, Bakersfield	Alternative, IHE-based	Biol.Sci. Specialized	1	0	1
California State University, Bakersfield	Alternative, IHE-based	Chemistry Specialized	0	0	1
California State University, Bakersfield	Alternative, IHE-based	English	6	11	9
California State University, Bakersfield	Alternative, IHE-based	Foreign Language: Spanish	1	1	2
California State University, Bakersfield	Alternative, IHE-based	Foreign Language: French	0	1	0
California State University, Bakersfield	Alternative, IHE-based	Foundation Level Math	0	3	1
California State University, Bakersfield	Alternative, IHE-based	Health Science	1	0	2
California State University, Bakersfield	Alternative, IHE-based	Mathematics	10	3	2
California State University, Bakersfield	Alternative, IHE-based	Music	4	4	4
California State University, Bakersfield	Alternative, IHE-based	Physical Education	0	3	1
California State University, Bakersfield	Alternative, IHE-based	Science: Biol. Specialized	1	1	6
California State University, Bakersfield	Alternative, IHE-based	Science: Chemistry	0	0	1
California State University, Bakersfield	Alternative, IHE-based	Science: Geoscience	2	0	0
California State University, Bakersfield	Alternative, IHE-based	Social Science	2	1	2
California State University, Channel Island	Alternative, IHE-based	TOTAL (all areas/subjects)	17	24	11

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, Channel Island	Alternative, IHE-based	Elementary Education	0	0	0
California State University, Channel Island	Alternative, IHE-based	Secondary Education	3	9	5
California State University, Channel Island	Alternative, IHE-based	Education Specialist	14	15	6
California State University, Chico	Alternative, IHE-based	TOTAL (all areas/subjects)	37	45	49
California State University, Chico	Alternative, IHE-based	Agriculture	3	5	4
California State University, Chico	Alternative, IHE-based	Art	1	0	0
California State University, Chico	Alternative, IHE-based	English	1	6	3
California State University, Chico	Alternative, IHE-based	General Subjects	3	5	5
California State University, Chico	Alternative, IHE-based	Mathematics	3	2	5
California State University, Chico	Alternative, IHE-based	Mild/Moderate Disabilities	10	6	17
California State University, Chico	Alternative, IHE-based	Moderate/Severe Disabilities	11	9	5
California State University, Chico	Alternative, IHE-based	Physical Education	3	7	0
California State University, Chico	Alternative, IHE-based	Social Science	3	2	4
California State University, Chico	Alternative, IHE-based	Health Science	1	0	0
California State University, Chico	Alternative, IHE-based	Introductory Business	1	0	0
California State University, Chico	Alternative, IHE-based	Science: Biological Sciences	1	2	4
California State University, Chico	Alternative, IHE-based	Science: Geosciences	0	1	0
California State University, Chico	Alternative, IHE-based	Science: Chemistry	0	1	0
California State University, Chico	Alternative, IHE-based	Music	0	1	2
California State University, Chico	Alternative, IHE-based	Business	0	1	0
California State University, Chico	Alternative, IHE-based	Foreign Language: Spanish	0	0	1
California State University, Chico	Alternative, IHE-based	Foundation-Level Mathematics	0	0	2
California State University, Chico	Alternative, IHE-based	Drama	0	0	1
California State University, Dominguez Hills	Alternative, IHE-based	TOTAL (all areas/subjects)	223	320	241
California State University, Dominguez Hills	Alternative, IHE-based	Special Education Intern	138	160	98
California State University, Dominguez Hills	Alternative, IHE-based	Multiple Subject Intern	31	3	4
California State University, Dominguez Hills	Alternative, IHE-based	Single Subject Intern	34	157	139
California State University, East Bay	Alternative, IHE-based	TOTAL (all areas/subjects)	67	86	147
California State University, East Bay	Alternative, IHE-based	Multiple Subject	31	37	56
California State University, East Bay	Alternative, IHE-based	Single Subject	36	49	91
California State University, Fresno	Alternative, IHE-based	TOTAL (all areas/subjects)	427	497	504
California State University, Fresno	Alternative, IHE-based	Multiple Subject	218	289	304
California State University, Fresno	Alternative, IHE-based	Special Education-Deaf & Hard Hearing	0	9	10
California State University, Fresno	Alternative, IHE-based	Special Education-Mild/Moderate Disabilities	18	35	28
California State University, Fresno	Alternative, IHE-based	Special Education-Moderate/Severe Disabilities	14	7	18

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, Fresno	Alternative, IHE-based	Single Subject-Agriculture	8	19	7
California State University, Fresno	Alternative, IHE-based	Single Subject-Art	6	5	6
California State University, Fresno	Alternative, IHE-based	Single Subject-Business	7	3	2
California State University, Fresno	Alternative, IHE-based	Single Subject-English	34	22	29
California State University, Fresno	Alternative, IHE-based	Single Subject-Foundation Level Math	0	0	1
California State University, Fresno	Alternative, IHE-based	Single Subject-French	0	2	1
California State University, Fresno	Alternative, IHE-based	Single Subject-Home Economics	2	0	1
California State University, Fresno	Alternative, IHE-based	Single Subject-Industrial Technology	1	1	3
California State University, Fresno	Alternative, IHE-based	Single Subject-Mathematics	22	22	12
California State University, Fresno	Alternative, IHE-based	Single Subject-Music	12	13	14
California State University, Fresno	Alternative, IHE-based	Single Subject-Physical Education	19	16	17
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Biological	15	9	6
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Chemistry	2	4	6
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Geological Science	3	1	2
California State University, Fresno	Alternative, IHE-based	Single Subject-Science: Physics	1	0	0
California State University, Fresno	Alternative, IHE-based	Single Subject-Social Science	33	34	32
California State University, Fresno	Alternative, IHE-based	Single Subject-Spanish	12	6	5
California State University, Fullerton	Alternative, IHE-based	TOTAL (all areas/subjects)	84	126	107
California State University, Fullerton	Alternative, IHE-based	Art	2	1	0
California State University, Fullerton	Alternative, IHE-based	Biological (Specialized)	2	0	1
California State University, Fullerton	Alternative, IHE-based	Biology	8	9	4
California State University, Fullerton	Alternative, IHE-based	Business	1	2	2
California State University, Fullerton	Alternative, IHE-based	Chemistry	2	1	1
California State University, Fullerton	Alternative, IHE-based	Early Childhood Special Education	24	26	18
California State University, Fullerton	Alternative, IHE-based	English	6	17	15
California State University, Fullerton	Alternative, IHE-based	Foundation Level Mathematics	5	12	11
California State University, Fullerton	Alternative, IHE-based	Geology	0	2	1
California State University, Fullerton	Alternative, IHE-based	Mathematics	4	7	4
California State University, Fullerton	Alternative, IHE-based	Mild/Moderate Disabilities	15	25	29
California State University, Fullerton	Alternative, IHE-based	Moderate/Severe Disabilities	11	19	10
California State University, Fullerton	Alternative, IHE-based	Elementary Education	0	1	7
California State University, Fullerton	Alternative, IHE-based	Music	0	1	1
California State University, Fullerton	Alternative, IHE-based	Physical Education	1	1	0
California State University, Fullerton	Alternative, IHE-based	Physics	1	0	0
California State University, Fullerton	Alternative, IHE-based	Social Science	2	1	1

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, Fullerton	Alternative, IHE-based	Spanish	0	1	2
California State University, Long Beach	Alternative, IHE-based	TOTAL (all areas/subjects)	75	106	88
California State University, Long Beach	Alternative, IHE-based	Education Specialist Mild/Moderate	19	19	20
California State University, Long Beach	Alternative, IHE-based	Education Specialist Moderate/Severe	11	11	8
California State University, Long Beach	Alternative, IHE-based	Multiple Subjects	3	7	10
California State University, Long Beach	Alternative, IHE-based	Single Subject Art	0	2	1
California State University, Long Beach	Alternative, IHE-based	Single Subject English	11	15	8
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language French	0	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Japanese	0	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Latin	0	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Mandarin	2	2	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Foreign Language Spanish	1	8	10
California State University, Long Beach	Alternative, IHE-based	Single Subject Foundational Level Mathematics	4	7	2
California State University, Long Beach	Alternative, IHE-based	Single Subject Home Economics	0	6	2
California State University, Long Beach	Alternative, IHE-based	Single Subject Health Science	2	1	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Mathematics	7	10	11
California State University, Long Beach	Alternative, IHE-based	Single Subject Music	2	1	1
California State University, Long Beach	Alternative, IHE-based	Single Subject Physical Education	1	0	0
California State University, Long Beach	Alternative, IHE-based	Single Subject Biological Science	5	4	5
California State University, Long Beach	Alternative, IHE-based	Single Subject Chemistry	3	2	2
California State University, Long Beach	Alternative, IHE-based	Single Subject Geoscience	1	0	1
California State University, Long Beach	Alternative, IHE-based	Single Subject Physics	0	1	1
California State University, Long Beach	Alternative, IHE-based	Single Subject Social Science	3	7	6
California State University, Los Angeles	Alternative, IHE-based	TOTAL (all areas/subjects)	92	98	81
California State University, Los Angeles	Alternative, IHE-based	Multiple Subject	2	0	1
California State University, Los Angeles	Alternative, IHE-based	Biology	1	3	3
California State University, Los Angeles	Alternative, IHE-based	Chemistry	1	1	1
California State University, Los Angeles	Alternative, IHE-based	English	7	18	14
California State University, Los Angeles	Alternative, IHE-based	Foundational Level Mathematics	3	3	1
California State University, Los Angeles	Alternative, IHE-based	Industrial and Technology Ed	3	4	3
California State University, Los Angeles	Alternative, IHE-based	Mandarin	1	0	0
California State University, Los Angeles	Alternative, IHE-based	Mathematics	8	10	4
California State University, Los Angeles	Alternative, IHE-based	Music	2	1	2
California State University, Los Angeles	Alternative, IHE-based	Physical Education	2	2	3
California State University, Los Angeles	Alternative, IHE-based	Social Science	6	4	6

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, Los Angeles	Alternative, IHE-based	Spanish	5	2	2
California State University, Los Angeles	Alternative, IHE-based	Mild/Moderate Disabilities	29	34	25
California State University, Los Angeles	Alternative, IHE-based	Moderate/Severe Disabilities	16	8	7
California State University, Los Angeles	Alternative, IHE-based	Visual Impairments	6	3	3
California State University, Los Angeles	Alternative, IHE-based	Art	0	2	1
California State University, Los Angeles	Alternative, IHE-based	Physics	0	0	1
California State University, Los Angeles	Alternative, IHE-based	Physical and Health Impairments	0	3	4
California State University, Monterey Bay	Alternative, IHE-based	TOTAL (all areas/subjects)	205	0	0
California State University, Monterey Bay	Alternative, IHE-based	Multiple Subject	65	0	0
California State University, Monterey Bay	Alternative, IHE-based	Single Subject	59	0	0
California State University, Monterey Bay	Alternative, IHE-based	Ed. Specialist	81	0	0
California State University, Monterey Bay	Alternative, IHE-based	All data combined in Traditional Report	0	0	0
California State University, Northridge	Alternative, IHE-based	TOTAL (all areas/subjects)	143	167	175
California State University, Northridge	Alternative, IHE-based	Elementary Education	9	7	12
California State University, Northridge	Alternative, IHE-based	Secondary Education	75	80	85
California State University, Northridge	Alternative, IHE-based	Special Education	59	79	78
California State University, Sacramento	Alternative, IHE-based	TOTAL (all areas/subjects)	52	85	61
California State University, Sacramento	Alternative, IHE-based	Art	0	0	1
California State University, Sacramento	Alternative, IHE-based	English	2	6	9
California State University, Sacramento	Alternative, IHE-based	Spanish	1	2	1
California State University, Sacramento	Alternative, IHE-based	Math	3	5	6
California State University, Sacramento	Alternative, IHE-based	Physical Education	1	0	0
California State University, Sacramento	Alternative, IHE-based	Chemistry	0	1	0
California State University, Sacramento	Alternative, IHE-based	Biological Sciences	0	7	2
California State University, Sacramento	Alternative, IHE-based	Geosciences	0	0	1
California State University, Sacramento	Alternative, IHE-based	Music	0	0	1
California State University, Sacramento	Alternative, IHE-based	Home Economics	0	1	1
California State University, Sacramento	Alternative, IHE-based	Health Science	0	0	1
California State University, Sacramento	Alternative, IHE-based	Social Science	0	2	3
California State University, Sacramento	Alternative, IHE-based	Mild/Moderate Special Education	30	28	19
California State University, Sacramento	Alternative, IHE-based	Moderate/Severe Special Education	6	22	12
California State University, Sacramento	Alternative, IHE-based	Early Childhood Special Education	9	11	4
California State University, San Bernardino	Alternative, IHE-based	TOTAL (all areas/subjects)			
California State University, San Marcos	Alternative, IHE-based	TOTAL (all areas/subjects)	8	10	8
California State University, San Marcos	Alternative, IHE-based	Multiple Subject (dual program w/ Special Education c	4	5	4



**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
California State University, San Marcos	Alternative, IHE-based	Special Educations (dual program w/ additional Multi	4	5	4
California State University, Stanislaus	Alternative, IHE-based	TOTAL (all areas/subjects)	78	90	68
California State University, Stanislaus	Alternative, IHE-based	General Subjects	25	40	28
California State University, Stanislaus	Alternative, IHE-based	Art	3	1	4
California State University, Stanislaus	Alternative, IHE-based	Business	2	0	0
California State University, Stanislaus	Alternative, IHE-based	Chemistry (Specialized)	1	1	0
California State University, Stanislaus	Alternative, IHE-based	English	10	16	11
California State University, Stanislaus	Alternative, IHE-based	Foreign Language: Spanish	3	2	1
California State University, Stanislaus	Alternative, IHE-based	Foundational-Level Math	6	2	2
California State University, Stanislaus	Alternative, IHE-based	Industrial and Technology Education	1	0	0
California State University, Stanislaus	Alternative, IHE-based	Math	6	11	13
California State University, Stanislaus	Alternative, IHE-based	Moderate/Severe Disabilities	1	0	0
California State University, Stanislaus	Alternative, IHE-based	Music	1	1	1
California State University, Stanislaus	Alternative, IHE-based	Physical Education	5	5	1
California State University, Stanislaus	Alternative, IHE-based	Science: Biological Sciences	3	2	1
California State University, Stanislaus	Alternative, IHE-based	Science: Chemistry	3	0	1
California State University, Stanislaus	Alternative, IHE-based	Science: Geosciences	3	0	1
California State University, Stanislaus	Alternative, IHE-based	Social Science	5	5	3
California State University, Stanislaus	Alternative, IHE-based	Biological Sciences (Specialized)	0	3	0
California State University, Stanislaus	Alternative, IHE-based	Science: Physics	0	1	0
California State University, Stanislaus	Alternative, IHE-based	Home Economics	0	0	1
CalState TEACH	Alternative, IHE-based	TOTAL (all areas/subjects)	97	140	154
CalState TEACH	Alternative, IHE-based	Elementary Education	97	140	154
Chapman University	Alternative, IHE-based	TOTAL (all areas/subjects)	63	0	0
Chapman University	Alternative, IHE-based	Elementary Education	24	0	0
Chapman University	Alternative, IHE-based	Secondary Education	23	0	0
Claremont Graduate University	Alternative, IHE-based	TOTAL (all areas/subjects)	86	64	75
Claremont Graduate University	Alternative, IHE-based	Single Subject, Agriculture	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Art History	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Business	1	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Computer Science and Applicaton	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Chemistry, Specialized	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Economics	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, English	6	18	13
Claremont Graduate University	Alternative, IHE-based	Single Subject, Foreign Language, Spanish	5	1	4

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Claremont Graduate University	Alternative, IHE-based	Single Subject, Foundational Level Mathematics	11	7	3
Claremont Graduate University	Alternative, IHE-based	Single Subject, Mathematics	5	3	5
Claremont Graduate University	Alternative, IHE-based	Single Subject, Geoscience	1	0	3
Claremont Graduate University	Alternative, IHE-based	Single Subject, Biological Sciences	7	1	4
Claremont Graduate University	Alternative, IHE-based	Single Subject, Chemistry	3	2	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Specialized Chemistry	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Foundational General Science	2	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Social Science	11	6	6
Claremont Graduate University	Alternative, IHE-based	Single Subject, Physics	1	1	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Specialized Physics	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Drama	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Art	0	1	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Business	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Music	0	1	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, History	1	0	0
Claremont Graduate University	Alternative, IHE-based	Single Subject, Psychology	0	1	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Intro. Spanish	0	0	1
Claremont Graduate University	Alternative, IHE-based	Single Subject, Literature	0	0	1
Claremont Graduate University	Alternative, IHE-based	Education Specialist, Mild/Moderate	16	12	7
Claremont Graduate University	Alternative, IHE-based	Education Specialist, Moderate/Severe	7	3	0
Claremont Graduate University	Alternative, IHE-based	Multiple Subjects	17	12	15
Concordia University	Alternative, IHE-based	TOTAL (all areas/subjects)	1	2	3
Concordia University	Alternative, IHE-based	Science: Biology	0	0	1
Concordia University	Alternative, IHE-based	Foundational Math	1	0	1
Concordia University	Alternative, IHE-based	Foreign Language: Spanish	0	1	1
Concordia University	Alternative, IHE-based	Social Science	0	1	0
Dominican University of California	Alternative, IHE-based	TOTAL (all areas/subjects)	17	25	29
Dominican University of California	Alternative, IHE-based	Education Specialist	7	11	8
Dominican University of California	Alternative, IHE-based	Multiple Subject	3	8	12
Dominican University of California	Alternative, IHE-based	Single Subject: English Examination	1	1	1
Dominican University of California	Alternative, IHE-based	Single Subject: Foreign Language: French (Examination)	0	1	1
Dominican University of California	Alternative, IHE-based	Single Subject: Foreign Language: Spanish	0	0	2
Dominican University of California	Alternative, IHE-based	Single Subject: Foundational-Level Mathematics (Examination)	3	2	8
Dominican University of California	Alternative, IHE-based	Single Subject: Mathematics (Examination)	0	3	1
Dominican University of California	Alternative, IHE-based	Single Subject: English	1	1	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Dominican University of California	Alternative, IHE-based	Single Subject: Mathematics	0	1	0
Dominican University of California	Alternative, IHE-based	Single Subject: Science-Biological Sciences (Examina	1	1	1
Dominican University of California	Alternative, IHE-based	Single Subject: Science-Physics (Examination)	1	2	0
Dominican University of California	Alternative, IHE-based	Single Subject: Social Science (Examination)	1	2	1
Dominican University of California	Alternative, IHE-based	Authorization: Introductory English	0	1	0
Dominican University of California	Alternative, IHE-based	Single Subject: Physical Education (Examination)	1	2	0
Dominican University of California	Alternative, IHE-based	Single Subject: Physics (Specialized)	0	1	0
Dominican University of California	Alternative, IHE-based	Single Subject: Biological Sciences (Specialized)	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Biological Sciences (Specialized) (Exa	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Science-Chemistry (Examination)	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Social Science	1	0	0
Dominican University of California	Alternative, IHE-based	Authorization: Introductory Spanish	1	0	0
Dominican University of California	Alternative, IHE-based	Single Subject: Science: Geosciences (Examination)	1	0	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	TOTAL (all areas/subjects)	149	121	156
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Art	3	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Biology (Specialized)	1	0	1
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Business	0	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Chemistry (Specialized)	1	1	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	English	34	32	28
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Foundational-Level Mathematics	15	7	4
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Health Science	0	1	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Home Economics	0	2	0
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Mathematics	13	15	30
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Multiple Subjects	1	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Music	1	2	1
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Physical Education	5	5	8
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: Biological Sciences	19	9	21
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: Chemistry	4	1	5
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: GeoSciences	0	1	2
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Science: Physics	0	0	3
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Social Science	9	10	6
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Spanish	5	4	6
Fortune School of Education (Project Pipli	Alternative, not IHE-based	Special Education	38	29	35
Fresno Pacific University	Alternative, IHE-based	TOTAL (all areas/subjects)	24	23	20
Fresno Pacific University	Alternative, IHE-based	English	2	5	3

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Fresno Pacific University	Alternative, IHE-based	Multiple Subject	11	10	2
Fresno Pacific University	Alternative, IHE-based	Mathematics	1	3	1
Fresno Pacific University	Alternative, IHE-based	Mild/Moderate	7	3	7
Fresno Pacific University	Alternative, IHE-based	Moderate/Severe	1	1	3
Fresno Pacific University	Alternative, IHE-based	Physical Education	1	0	0
Fresno Pacific University	Alternative, IHE-based	Social Science	1	0	0
Fresno Pacific University	Alternative, IHE-based	Foundational Math	0	1	2
Fresno Pacific University	Alternative, IHE-based	Physical & Health Impairments	0	0	2
High Tech High Communities	Alternative, not IHE-based	TOTAL (all areas/subjects)	20	7	15
High Tech High Communities	Alternative, not IHE-based	Single Subject English	4	1	2
High Tech High Communities	Alternative, not IHE-based	Single Subject Math	3	0	4
High Tech High Communities	Alternative, not IHE-based	Single Subject Science	5	5	6
High Tech High Communities	Alternative, not IHE-based	Single Subject History Social Science	4	0	1
High Tech High Communities	Alternative, not IHE-based	Spanish	3	0	1
High Tech High Communities	Alternative, not IHE-based	Art	1	0	0
High Tech High Communities	Alternative, not IHE-based	Mandarin	0	0	1
Holy Names University	Alternative, IHE-based	TOTAL (all areas/subjects)	11	13	9
Holy Names University	Alternative, IHE-based	GSX	3	4	2
Holy Names University	Alternative, IHE-based	MM	5	3	2
Holy Names University	Alternative, IHE-based	FMX	1	1	0
Holy Names University	Alternative, IHE-based	PE	1	0	0
Holy Names University	Alternative, IHE-based	SSX	1	3	1
Holy Names University	Alternative, IHE-based	ENGX	0	1	1
Holy Names University	Alternative, IHE-based	FLSX	0	1	3
Humboldt State University	Alternative, IHE-based	TOTAL (all areas/subjects)	4	10	15
Humboldt State University	Alternative, IHE-based	Math	2	0	0
Humboldt State University	Alternative, IHE-based	Education Specialist	2	5	4
Humboldt State University	Alternative, IHE-based	Music	0	1	0
Humboldt State University	Alternative, IHE-based	English	0	1	0
Humboldt State University	Alternative, IHE-based	Multiple Subject	0	3	11
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	TOTAL (all areas/subjects)	222	545	420
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	Multiple Subjects	15	85	63
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	Education Specialists	139	280	194
IMPACT (San Joaquin County Office of E	Alternative, not IHE-based	Single Subjects	68	180	163
John F. Kennedy University	Alternative, IHE-based	TOTAL (all areas/subjects)	5	2	2

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
John F. Kennedy University	Alternative, IHE-based	Elementary Education	0	2	2
John F. Kennedy University	Alternative, IHE-based	Art	1	0	0
John F. Kennedy University	Alternative, IHE-based	Physics	2	0	0
John F. Kennedy University	Alternative, IHE-based	Chemistry	1	0	0
John F. Kennedy University	Alternative, IHE-based	Spanish	1	0	0
La Sierra University	Alternative, IHE-based	TOTAL (all areas/subjects)	27	24	14
La Sierra University	Alternative, IHE-based	Elementary Education	14	17	10
La Sierra University	Alternative, IHE-based	Biology	0	0	1
La Sierra University	Alternative, IHE-based	Chemistry	1	0	1
La Sierra University	Alternative, IHE-based	Chemistry Specialized	0	1	0
La Sierra University	Alternative, IHE-based	English	1	4	1
La Sierra University	Alternative, IHE-based	Foundational-level Mathematics	3	1	0
La Sierra University	Alternative, IHE-based	Music	2	0	0
La Sierra University	Alternative, IHE-based	Physical Education	4	0	0
La Sierra University	Alternative, IHE-based	Social Science	1	1	0
La Sierra University	Alternative, IHE-based	Spanish	0	0	1
La Sierra University	Alternative, IHE-based	Mathematics	1	0	0
Los Angeles Unified School District	Alternative, not IHE-based	TOTAL (all areas/subjects)	121	160	168
Los Angeles Unified School District	Alternative, not IHE-based	Multiple Subject	13	30	57
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - English	20	44	39
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Biology	15	12	7
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Chemistry	6	3	5
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Geoscience	1	1	2
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Physics	4	2	2
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Math	5	13	10
Los Angeles Unified School District	Alternative, not IHE-based	Single Subject - Math Foundations	10	24	9
Los Angeles Unified School District	Alternative, not IHE-based	Education Specialist - Mild/Moderate	34	27	37
Los Angeles Unified School District	Alternative, not IHE-based	Education Specialis - Moderate/Severe	13	4	0
Loyola Marymount University	Alternative, IHE-based	TOTAL (all areas/subjects)	158	134	109
Loyola Marymount University	Alternative, IHE-based	Art	1	0	0
Loyola Marymount University	Alternative, IHE-based	English□	39	29	19
Loyola Marymount University	Alternative, IHE-based	Foreign Language: Spanish	8	2	2
Loyola Marymount University	Alternative, IHE-based	Foundational-Level Mathematics	10	3	5
Loyola Marymount University	Alternative, IHE-based	General Subjects	50	44	44
Loyola Marymount University	Alternative, IHE-based	Mathematics	3	3	2

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Loyola Marymount University	Alternative, IHE-based	Mild/Moderate Disabilities	16	20	15
Loyola Marymount University	Alternative, IHE-based	Physical Education	1	0	0
Loyola Marymount University	Alternative, IHE-based	Science: Biological Sciences	16	20	16
Loyola Marymount University	Alternative, IHE-based	Science: Chemistry	7	8	3
Loyola Marymount University	Alternative, IHE-based	Science: Physics	1	0	1
Loyola Marymount University	Alternative, IHE-based	Social Science	6	4	2
Loyola Marymount University	Alternative, IHE-based	Foreign Language: French	0	1	0
Mount St. Mary's College	Alternative, IHE-based	TOTAL (all areas/subjects)	5	2	3
Mount St. Mary's College	Alternative, IHE-based	Elementary Education	1	0	0
Mount St. Mary's College	Alternative, IHE-based	Secondary Education	1	2	1
Mount St. Mary's College	Alternative, IHE-based	Education Specialist	3	0	2
National Hispanic University	Alternative, IHE-based	TOTAL (all areas/subjects)	24	29	29
National Hispanic University	Alternative, IHE-based	Education Specialist Instruction	5	1	0
National Hispanic University	Alternative, IHE-based	Multiple Subject Teaching	10	14	16
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Social Science	1	2	5
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Science: Biological Sciences	1	0	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Physical Education	2	1	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Mathematics	1	2	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Foreign Language: Spanish	2	4	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ English	2	0	2
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Science: Geosciences	0	1	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Foundational-Level Mathem	0	2	0
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Biological Sciences (Special	0	1	0
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Art	0	0	1
National Hispanic University	Alternative, IHE-based	Single Subject Teaching/ Physics (Specialized)	0	0	1
National University	Alternative, IHE-based	TOTAL (all areas/subjects)	673	627	388
National University	Alternative, IHE-based	ART PROGRAM	3	1	4
National University	Alternative, IHE-based	ART EXAM	3	2	2
National University	Alternative, IHE-based	BIO SPEC EXAM	5	3	2
National University	Alternative, IHE-based	BUS PROGRAM	2	1	1
National University	Alternative, IHE-based	BUS EXAM	3	2	2
National University	Alternative, IHE-based	CHEM SPEC PROGRAM	0	1	0
National University	Alternative, IHE-based	CHEM SPEC EXAM	2	1	1
National University	Alternative, IHE-based	ENG PROGRAM	8	17	10
National University	Alternative, IHE-based	ENG EXAM	48	55	30

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
National University	Alternative, IHE-based	FRENCH EXAM	2	0	1
National University	Alternative, IHE-based	GERMAN EXAM	0	0	1
National University	Alternative, IHE-based	LATIN PROGRAM	1	0	0
National University	Alternative, IHE-based	SPAN PROGRAM	4	2	5
National University	Alternative, IHE-based	SPAN EXAM	10	11	7
National University	Alternative, IHE-based	FOUNDATIONAL LEVEL MATH PRGM	1	0	0
National University	Alternative, IHE-based	FOUNDATIONAL LEVEL MATH EXAM	59	47	31
National University	Alternative, IHE-based	GEO SPEC PROGRAM	1	0	1
National University	Alternative, IHE-based	GEO SPEC EXAM	1	1	0
National University	Alternative, IHE-based	HOME EC EXAM	0	3	2
National University	Alternative, IHE-based	HEALTH EXAM	8	8	7
National University	Alternative, IHE-based	IND TECH EXAM	1	0	2
National University	Alternative, IHE-based	MATH PROGRAM	6	10	8
National University	Alternative, IHE-based	MATH EXAM	10	21	9
National University	Alternative, IHE-based	MUSIC EXAM	6	10	2
National University	Alternative, IHE-based	PE PROGRAM	9	22	12
National University	Alternative, IHE-based	PE EXAM	27	20	21
National University	Alternative, IHE-based	PHYSICS SPEC EXAM	1	0	0
National University	Alternative, IHE-based	BIO PROGRAM	3	0	1
National University	Alternative, IHE-based	BIO EXAM	12	21	18
National University	Alternative, IHE-based	CHEM EXAM	4	3	2
National University	Alternative, IHE-based	GEO EXAM	6	5	2
National University	Alternative, IHE-based	PHYSICS PROGRAM	1	0	0
National University	Alternative, IHE-based	PHYSICS EXAM	2	0	0
National University	Alternative, IHE-based	SOC SCI PROGRAM	3	4	5
National University	Alternative, IHE-based	SOC SCI EXAM	27	25	22
National University	Alternative, IHE-based	MILD MODERATE	226	188	103
National University	Alternative, IHE-based	MODERATE SEVERE	99	71	41
National University	Alternative, IHE-based	DEAF AND HARD OF HEARING	1	2	0
Notre Dame de Namur University	Alternative, IHE-based	TOTAL (all areas/subjects)	22	18	16
Notre Dame de Namur University	Alternative, IHE-based	multiple subjects	0	2	3
Notre Dame de Namur University	Alternative, IHE-based	Educational specialist (mild/moderate)	12	6	6
Notre Dame de Namur University	Alternative, IHE-based	Educational specialist (mod/severe)	7	1	1
Notre Dame de Namur University	Alternative, IHE-based	Biology	1	2	1
Notre Dame de Namur University	Alternative, IHE-based	Chemistry	1	0	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Notre Dame de Namur University	Alternative, IHE-based	Geoscience	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Health Science	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Physics	1	2	1
Notre Dame de Namur University	Alternative, IHE-based	English	0	1	0
Notre Dame de Namur University	Alternative, IHE-based	Art	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Physical Education	0	1	1
Notre Dame de Namur University	Alternative, IHE-based	Music	0	0	0
Notre Dame de Namur University	Alternative, IHE-based	Spanish	1	0	1
Notre Dame de Namur University	Alternative, IHE-based	Mathematics	3	3	2
Notre Dame de Namur University	Alternative, IHE-based	Social Science	0	0	0
Oakland Unified School District	Alternative, not IHE-based	TOTAL (all areas/subjects)	24	0	0
Oakland Unified School District	Alternative, not IHE-based	Special Education (Mild-Moderate)	24	0	0
Orange County Office of Education	Alternative, not IHE-based	TOTAL (all areas/subjects)	20	24	23
Orange County Office of Education	Alternative, not IHE-based	Level II Education Specialist Mild/Moderate	19	17	18
Orange County Office of Education	Alternative, not IHE-based	Clear Multiple Subject	1	7	2
Orange County Office of Education	Alternative, not IHE-based	Preliminary Multiple Subject	0	0	3
Orange County Office of Education	Alternative, not IHE-based	Clear Single Subject Social Science	0	1	0
Pacific Oaks College	Alternative, IHE-based	TOTAL (all areas/subjects)	1	0	0
Pacific Oaks College	Alternative, IHE-based	Education Specialist Credential	1	0	0
Patten University	Alternative, IHE-based	TOTAL (all areas/subjects)	6	9	6
Patten University	Alternative, IHE-based	Multiple Subject	1	2	1
Patten University	Alternative, IHE-based	S.S. English	1	0	0
Patten University	Alternative, IHE-based	S.S. Mathematics	3	2	3
Patten University	Alternative, IHE-based	Science Bio	1	2	0
Patten University	Alternative, IHE-based	S.S. Science Life	0	1	1
Patten University	Alternative, IHE-based	Physical Education	1	0	0
Patten University	Alternative, IHE-based	S.S. Business	0	1	0
Patten University	Alternative, IHE-based	S.S. Social Science	0	0	1
Pepperdine University	Alternative, IHE-based	TOTAL (all areas/subjects)	10	13	0
Pepperdine University	Alternative, IHE-based	English	1	2	0
Pepperdine University	Alternative, IHE-based	Foreign Language: Spanish	1	0	0
Pepperdine University	Alternative, IHE-based	Foundational-Level Mathematics	4	3	0
Pepperdine University	Alternative, IHE-based	Multiple Subject	3	3	0
Pepperdine University	Alternative, IHE-based	Industrial and Technology Education	1	0	0
Pepperdine University	Alternative, IHE-based	Mathematics	0	1	0



**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Pepperdine University	Alternative, IHE-based	Physical Education	0	1	0
Pepperdine University	Alternative, IHE-based	Science: Chemistry	0	1	0
Pepperdine University	Alternative, IHE-based	Science: Geosciences	0	2	0
Point Loma Nazarene University	Alternative, IHE-based	TOTAL (all areas/subjects)			
San Diego City Unified School District	Alternative, not IHE-based	TOTAL (all areas/subjects)	38	37	19
San Diego City Unified School District	Alternative, not IHE-based	Education Specialist - General Subjects	14	22	0
San Diego City Unified School District	Alternative, not IHE-based	Multiple Subject - General Subjects	8	12	10
San Diego City Unified School District	Alternative, not IHE-based	Single Subject - Math	7	1	5
San Diego City Unified School District	Alternative, not IHE-based	Single Subject - Science	7	1	4
San Diego City Unified School District	Alternative, not IHE-based	Single Subject - Music	2	1	0
San Diego State University	Alternative, IHE-based	TOTAL (all areas/subjects)	7	32	57
San Diego State University	Alternative, IHE-based	English	0	2	10
San Diego State University	Alternative, IHE-based	Foreign Language	0	1	0
San Diego State University	Alternative, IHE-based	Foundation Level Math	0	0	2
San Diego State University	Alternative, IHE-based	Mathematics	1	3	4
San Diego State University	Alternative, IHE-based	Mild/Moderate Disabilities	3	12	17
San Diego State University	Alternative, IHE-based	Moderate/Severe Disabilities	3	3	8
San Diego State University	Alternative, IHE-based	Multitple Subject	0	6	8
San Diego State University	Alternative, IHE-based	Music	0	1	1
San Diego State University	Alternative, IHE-based	Science: Biological Science	0	1	0
San Diego State University	Alternative, IHE-based	Science: Chemistry	0	0	2
San Diego State University	Alternative, IHE-based	Social Science	0	3	5
San Francisco State University	Alternative, IHE-based	TOTAL (all areas/subjects)	90	101	122
San Francisco State University	Alternative, IHE-based	Single Subject	50	55	43
San Francisco State University	Alternative, IHE-based	Multiple Subject	31	21	21
San Francisco State University	Alternative, IHE-based	Specialist	22	16	21
San Francisco State University	Alternative, IHE-based	Service	14	9	4
San Francisco State University	Alternative, IHE-based	Desingated Subjects	5	0	4
San Jose State University	Alternative, IHE-based	TOTAL (all areas/subjects)	83	94	98
San Jose State University	Alternative, IHE-based	Multiple Subects	4	43	46
San Jose State University	Alternative, IHE-based	Single Subjects	19	28	13
San Jose State University	Alternative, IHE-based	Art	0	0	1
San Jose State University	Alternative, IHE-based	Biology	0	8	1
San Jose State University	Alternative, IHE-based	Chemistry	1	0	1
San Jose State University	Alternative, IHE-based	English	4	8	4

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
San Jose State University	Alternative, IHE-based	French	0	0	0
San Jose State University	Alternative, IHE-based	Mandarin	0	0	0
San Jose State University	Alternative, IHE-based	GeoScience	0	1	0
San Jose State University	Alternative, IHE-based	Math	1	3	1
San Jose State University	Alternative, IHE-based	Music	1	3	0
San Jose State University	Alternative, IHE-based	Physical Education	6	3	1
San Jose State University	Alternative, IHE-based	Physics	0	1	2
San Jose State University	Alternative, IHE-based	Social Science	4	0	0
San Jose State University	Alternative, IHE-based	Spanish	2	1	0
Santa Clara University	Alternative, IHE-based	TOTAL (all areas/subjects)	9	18	51
Santa Clara University	Alternative, IHE-based	Ed Specialist - Mild Moderate Disabilities	3	4	11
Santa Clara University	Alternative, IHE-based	Ed Specialist - Early Childhood	6	14	6
Sonoma State University	Alternative, IHE-based	TOTAL (all areas/subjects)			
Sonoma State University	Alternative, IHE-based	Data are combined in Traditional Report	0	0	0
St. Mary's College of California	Alternative, IHE-based	TOTAL (all areas/subjects)	15	17	10
St. Mary's College of California	Alternative, IHE-based	Education Specialist Mild/Moderate	3	6	1
St. Mary's College of California	Alternative, IHE-based	Education Specialist Moderate/Severe	5	1	0
St. Mary's College of California	Alternative, IHE-based	Single Subject English	2	3	3
St. Mary's College of California	Alternative, IHE-based	Single Subject Spanish	2	1	0
St. Mary's College of California	Alternative, IHE-based	Single Subject Foundational Mathematics	1	1	0
St. Mary's College of California	Alternative, IHE-based	Single Subject Mathematics	0	1	1
St. Mary's College of California	Alternative, IHE-based	Single Subject Science: Biology	0	1	0
St. Mary's College of California	Alternative, IHE-based	Multiple Subject	1	1	3
St. Mary's College of California	Alternative, IHE-based	Single Subject Social Science	1	2	1
St. Mary's College of California	Alternative, IHE-based	Single Subject Health Science	0	0	1
Stanislaus County Office of Education	Alternative, not IHE-based	TOTAL (all areas/subjects)	10	6	4
Stanislaus County Office of Education	Alternative, not IHE-based	Special Education	10	6	4
Touro University	Alternative, IHE-based	TOTAL (all areas/subjects)	17	16	22
Touro University	Alternative, IHE-based	Multiple Subject	9	2	3
Touro University	Alternative, IHE-based	Education Specialist Level I Mild/Moderate	3	3	9
Touro University	Alternative, IHE-based	Education Specialist Level I Moderate/Severe	1	3	1
Touro University	Alternative, IHE-based	Single Subject Biology	0	1	3
Touro University	Alternative, IHE-based	Single Subject English	1	2	3
Touro University	Alternative, IHE-based	Single Subject Foundational Math	1	2	1
Touro University	Alternative, IHE-based	Single Subject Health Science	0	1	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Touro University	Alternative, IHE-based	Single Subject Math	1	0	1
Touro University	Alternative, IHE-based	Single Subject Physical Education	1	3	1
University of California, Irvine	Alternative, IHE-based	TOTAL (all areas/subjects)	20	13	9
University of California, Irvine	Alternative, IHE-based	Art	1	0	0
University of California, Irvine	Alternative, IHE-based	Biological Sciences	0	0	1
University of California, Irvine	Alternative, IHE-based	Business	1	0	0
University of California, Irvine	Alternative, IHE-based	Chemistry	1	1	0
University of California, Irvine	Alternative, IHE-based	English	4	3	4
University of California, Irvine	Alternative, IHE-based	Foundational Level Math	5	1	0
University of California, Irvine	Alternative, IHE-based	Geoscience (Specialized)	0	1	0
University of California, Irvine	Alternative, IHE-based	Mathematics	3	1	2
University of California, Irvine	Alternative, IHE-based	Physics (Specialized)	0	1	0
University of California, Irvine	Alternative, IHE-based	Science: Biological Sciences	1	2	1
University of California, Irvine	Alternative, IHE-based	Science: Geosciences	0	1	0
University of California, Irvine	Alternative, IHE-based	Science: Physics	0	1	0
University of California, Irvine	Alternative, IHE-based	Social Science	1	0	0
University of California, Irvine	Alternative, IHE-based	Sociology	0	0	1
University of California, Los Angeles	Alternative, IHE-based	TOTAL (all areas/subjects)	18	21	25
University of California, Riverside	Alternative, IHE-based	TOTAL (all areas/subjects)	23	18	37
University of California, Riverside	Alternative, IHE-based	Biological Sciences (Specialized)	0	0	1
University of California, Riverside	Alternative, IHE-based	English	3	3	5
University of California, Riverside	Alternative, IHE-based	Foreign Language: Spanish	0	0	0
University of California, Riverside	Alternative, IHE-based	Foundational-Level Mathematics	1	1	0
University of California, Riverside	Alternative, IHE-based	General Subjects	1	2	7
University of California, Riverside	Alternative, IHE-based	Mathematics	13	4	17
University of California, Riverside	Alternative, IHE-based	Mild/Moderate Disabilities	4	2	3
University of California, Riverside	Alternative, IHE-based	Moderate/Severe Disabilities	0	1	0
University of California, Riverside	Alternative, IHE-based	Science: Biological Sciences	1	3	1
University of California, Riverside	Alternative, IHE-based	Science: Chemistry	0	0	1
University of California, Riverside	Alternative, IHE-based	Science: Geosciences	0	0	0
University of California, Riverside	Alternative, IHE-based	Science: Physics	0	1	0
University of California, Riverside	Alternative, IHE-based	Social Science	0	1	1
University of California, San Diego	Alternative, IHE-based	TOTAL (all areas/subjects)	78	96	81
University of California, San Diego	Alternative, IHE-based	255	78	96	81
University of LaVerne	Alternative, IHE-based	TOTAL (all areas/subjects)	226	260	280

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
University of LaVerne	Alternative, IHE-based	Business	2	0	2
University of LaVerne	Alternative, IHE-based	English	23	20	22
University of LaVerne	Alternative, IHE-based	Foundational Mathematics	6	8	14
University of LaVerne	Alternative, IHE-based	General Subjects	146	180	189
University of LaVerne	Alternative, IHE-based	Geoscience Specialized	2	0	0
University of LaVerne	Alternative, IHE-based	Health Science	6	2	1
University of LaVerne	Alternative, IHE-based	Foreign Language: Mandarin	1	0	0
University of LaVerne	Alternative, IHE-based	Mathematics	3	2	2
University of LaVerne	Alternative, IHE-based	Physical Education	6	8	13
University of LaVerne	Alternative, IHE-based	Science: Biology	5	10	8
University of LaVerne	Alternative, IHE-based	Science: Chemistry	2	2	0
University of LaVerne	Alternative, IHE-based	Science: Geoscience	1	1	0
University of LaVerne	Alternative, IHE-based	Biology: Specialized	0	1	0
University of LaVerne	Alternative, IHE-based	Social Science	18	18	21
University of LaVerne	Alternative, IHE-based	Foreign Language: Spanish	5	3	2
University of LaVerne	Alternative, IHE-based	Art	0	4	6
University of LaVerne	Alternative, IHE-based	Foreign Language: French	0	1	0
University of Phoenix	Alternative, IHE-based	TOTAL (all areas/subjects)	446	475	639
University of Phoenix	Alternative, IHE-based	Art	7	1	1
University of Phoenix	Alternative, IHE-based	Business	2	2	3
University of Phoenix	Alternative, IHE-based	English	56	43	61
University of Phoenix	Alternative, IHE-based	Foreign Language	10	6	1
University of Phoenix	Alternative, IHE-based	Foundational Level Mathematics	41	44	35
University of Phoenix	Alternative, IHE-based	Health Science	5	3	0
University of Phoenix	Alternative, IHE-based	Physical Education	19	7	2
University of Phoenix	Alternative, IHE-based	Science	32	20	33
University of Phoenix	Alternative, IHE-based	Social Science	39	32	56
University of Phoenix	Alternative, IHE-based	Multiple Subject	221	286	443
University of Redlands	Alternative, IHE-based	TOTAL (all areas/subjects)	31	56	77
University of Redlands	Alternative, IHE-based	GS	9	23	24
University of Redlands	Alternative, IHE-based	FM	5	4	5
University of Redlands	Alternative, IHE-based	FLS	2	2	3
University of Redlands	Alternative, IHE-based	ENGL	2	7	14
University of Redlands	Alternative, IHE-based	SS	0	1	4
University of Redlands	Alternative, IHE-based	MATH	7	6	8

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
University of Redlands	Alternative, IHE-based	PE	2	2	2
University of Redlands	Alternative, IHE-based	SBS	1	1	3
University of Redlands	Alternative, IHE-based	GES	0	0	1
University of Redlands	Alternative, IHE-based	SG	1	1	1
University of Redlands	Alternative, IHE-based	SC	1	0	1
University of Redlands	Alternative, IHE-based	ART	0	1	2
University of Redlands	Alternative, IHE-based	BSS	1	0	1
University of Redlands	Alternative, IHE-based	MUSI	0	1	0
University of Redlands	Alternative, IHE-based	HS	0	1	0
University of San Diego	Alternative, IHE-based	TOTAL (all areas/subjects)	72	69	77
University of San Diego	Alternative, IHE-based	Special Education (including interns)	16	19	22
University of San Francisco	Alternative, IHE-based	TOTAL (all areas/subjects)	8	5	13
University of San Francisco	Alternative, IHE-based	Mild/Moderate Education Specialist	8	5	13
University of the Pacific	Alternative, IHE-based	TOTAL (all areas/subjects)	42	59	80
University of the Pacific	Alternative, IHE-based	Multiple Subject	20	28	40
University of the Pacific	Alternative, IHE-based	Single Subject: English	2	7	3
University of the Pacific	Alternative, IHE-based	Single Subject: Music	8	9	12
University of the Pacific	Alternative, IHE-based	Single Subject: Spanish	2	1	6
University of the Pacific	Alternative, IHE-based	Single Subject: Mathematics	1	4	3
University of the Pacific	Alternative, IHE-based	Single Subject: Social Science	1	2	2
University of the Pacific	Alternative, IHE-based	Single Subject: Science, Biological Science	1	1	2
University of the Pacific	Alternative, IHE-based	Single Subject: Physical Education	0	2	1
University of the Pacific	Alternative, IHE-based	Single Subject: Science, Geosciences	0	0	2
University of the Pacific	Alternative, IHE-based	Single Subject: Biological Sciences	0	0	1
University of the Pacific	Alternative, IHE-based	Single Subject: Science, Chemistry	0	0	1
University of the Pacific	Alternative, IHE-based	Education Specialist: Mild/Moderate	4	3	4
University of the Pacific	Alternative, IHE-based	Education Specialist: Moderate/Severe	0	2	3
University of the Pacific	Alternative, IHE-based	Single Subject: Foundational Mathematics	2	0	0
Whittier College	Alternative, IHE-based	TOTAL (all areas/subjects)	6	8	8
Whittier College	Alternative, IHE-based	Multiple Subject	1	0	0
Whittier College	Alternative, IHE-based	Foundational Level Math (examination)	2	1	2
Whittier College	Alternative, IHE-based	English	1	2	3
Whittier College	Alternative, IHE-based	Foreign Language Spanish (examination)	1	0	0
Whittier College	Alternative, IHE-based	Health Science (examination)	1	0	0
Whittier College	Alternative, IHE-based	Physical Education	0	2	0

**Appendix B-2: Institutional and Program Report Card - Section 1.d. Certified Licensed**

<b>Institution</b>	<b>ProgramType</b>	<b>SubjectArea</b>	<b>Number certified/ licensed in 2008-09</b>	<b>Number certified/ licensed in 2007-08</b>	<b>Number certified/ licensed in 2006-07</b>
Whittier College	Alternative, IHE-based	Mathematics (examination)	0	1	0
Whittier College	Alternative, IHE-based	Mathematics	0	1	1
Whittier College	Alternative, IHE-based	Science:Biological Science (examination)	0	1	0
Whittier College	Alternative, IHE-based	Social Science (examination)	0	0	1
Whittier College	Alternative, IHE-based	Biological Science Specialized (exam)	0	0	1
William Jessup University	Alternative, IHE-based	TOTAL (all areas/subjects)	2	3	4
William Jessup University	Alternative, IHE-based	Multiple Subject	2	3	4

**Appendix B-2: Institutional and Program Report Card - Section 1.e. Program Completers**

<b>Institution</b>	<b>ProgramType</b>	<b>Total # of initial teacher certification preparation program completers in 2008-09</b>	<b>Total # of initial teacher certification preparation program completers in 2007-08</b>	<b>Total # of initial teacher certification preparation program completers in 2006-07</b>
Alliant International University*	Alternative, IHE-based			
Antioch University Santa Barbara	Alternative, IHE-based	1	0	0
Azusa Pacific University*	Alternative, IHE-based			
Biola University	Alternative, IHE-based	1	3	3
Brandman University	Alternative, IHE-based	341	403	0
California Baptist University*	Alternative, IHE-based			
California Lutheran University*	Alternative, IHE-based			
California State Polytechnic University, Pomona	Alternative, IHE-based	60	115	126
California State University, Bakersfield	Alternative, IHE-based	84	128	103
California State University, Channel Islands	Alternative, IHE-based	10	19	8
California State University, Chico	Alternative, IHE-based	36	43	48
California State University, Dominguez Hills	Alternative, IHE-based	214	252	265
California State University, East Bay	Alternative, IHE-based	88	141	183
California State University, Fresno	Alternative, IHE-based	71	78	78
California State University, Fullerton	Alternative, IHE-based	43	81	77
California State University, Long Beach	Alternative, IHE-based	59	75	84
California State University, Los Angeles	Alternative, IHE-based	98	100	95
California State University, Monterey Bay*	Alternative, IHE-based			
California State University, Northridge	Alternative, IHE-based	130	147	150
California State University, Sacramento	Alternative, IHE-based	52	85	61
California State University, San Bernardino	Alternative, IHE-based	131	182	217
California State University, San Marcos	Alternative, IHE-based	6	5	7
California State University, Stanislaus	Alternative, IHE-based	79	87	74
CalState TEACH	Alternative, IHE-based	127	184	223
Chapman University	Alternative, IHE-based	18	25	0
Claremont Graduate University	Alternative, IHE-based	105	75	63
Concordia University	Alternative, IHE-based	1	2	3
Dominican University of California	Alternative, IHE-based	17	25	30
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	149	121	156
Fresno Pacific University	Alternative, IHE-based	21	39	24
High Tech High Communities	Alternative, not IHE-based	15	7	15
Holy Names University	Alternative, IHE-based	8	9	14
Humboldt State University	Alternative, IHE-based	4	10	15
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	222	120	157
John F. Kennedy University	Alternative, IHE-based	12	13	9
La Sierra University*	Alternative, IHE-based			
Los Angeles Unified School District	Alternative, not IHE-based	153	168	166
Loyola Marymount University	Alternative, IHE-based	175	152	135

**Appendix B-2: Institutional and Program Report Card - Section 1.e. Program Completers**

<b>Institution</b>	<b>ProgramType</b>	<b>Total # of initial teacher certification preparation program completers in 2008-09</b>	<b>Total # of initial teacher certification preparation program completers in 2007-08</b>	<b>Total # of initial teacher certification preparation program completers in 2006-07</b>
Mount St. Mary's College	Alternative, IHE-based	6	2	2
National Hispanic University	Alternative, IHE-based	24	29	29
National University	Alternative, IHE-based	614	589	532
Notre Dame de Namur University	Alternative, IHE-based	25	19	19
Oakland Unified School District	Alternative, not IHE-based	24	0	0
Orange County Office of Education	Alternative, not IHE-based	17	6	8
Pacific Oaks College	Alternative, IHE-based	1	0	0
Patten University	Alternative, IHE-based	3	4	6
Pepperdine University	Alternative, IHE-based	11	15	14
Point Loma Nazarene University	Alternative, IHE-based	95	26	
San Diego City Unified School District	Alternative, not IHE-based	38	37	19
San Diego State University	Alternative, IHE-based	32	56	61
San Francisco State University	Alternative, IHE-based	90	101	122
San Jose State University	Alternative, IHE-based	83	94	98
Santa Clara University	Alternative, IHE-based	9	18	51
Sonoma State University*	Alternative, IHE-based			
St. Mary's College of California	Alternative, IHE-based	15	17	10
Stanislaus County Office of Education	Alternative, not IHE-based	10	6	4
Touro University	Alternative, IHE-based	23	19	9
University of California, Irvine	Alternative, IHE-based	15	10	8
University of California, Los Angeles	Alternative, IHE-based	14	19	22
University of California, Riverside	Alternative, IHE-based	23	26	40
University of California, San Diego*	Alternative, IHE-based			
University of LaVerne*	Alternative, IHE-based			
University of Phoenix*	Alternative, IHE-based			
University of Redlands	Alternative, IHE-based	31	56	77
University of San Diego*	Alternative, IHE-based			
University of San Francisco	Alternative, IHE-based	10	19	12
University of the Pacific*	Alternative, IHE-based			
Whittier College	Alternative, IHE-based	8	8	8
William Jessup University	Alternative, IHE-based	2	3	4

\*Alternate Route data included with Traditional route data.



**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	25 candidates	Yes	Delivery of alternative credentialing program and collaborative recruitment of career-changers in Mathematics, resulting in 40 enrolled candidates.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can both enter the alternative program and support the start of the school year.
Azusa Pacific University	2008-09	20% increase	Yes	Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areas. The format of information meetings has been changed to include a enrollment counselor from Graduate Admissions. The enrollment counselor can answer all admission questions. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Mathematics and other shortage areas as their subject area.	It is hoped that the 50% part-time recruiters will be moved to full-time employees. They are learning, as they go, about what recruiting methods work. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas.
Brandman University	2008-09	0	Yes	Not Applicable.	Not Applicable.
California Lutheran University	2010-11	Recruit add'l students	No	Continue to develop working relationship with the Math Department, and support assigned professor assigned to mentor math majors who are interested in teaching. Continue to improve pathway we've created from undergrad to graduate work for the students to pursue. Strengthen support for education faculty who are very visible in the math community providing advisement opportunities. The math department has made education courses part of their major requirement thus uniting the two departments. Math is state-approved for subject matter, which is also helpful.	The math department has made education courses part of their major requirement. This partnership has worked well and we are working to maintain it. We plan to pursue joint faculty and student projects in 2010-11 which will further strengthen our efforts in meeting our goal.
California State Polytechnic University, Pomona	2008-09		Yes	Cal Poly Pomona leads a Noyce Scholars Program and MTSI (Math Science Teaching Initiative) Program	The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2008-2009, we accepted an additional 19 Noyce Scholars; 18 others were alumni scholars. Through the College of the Extended University, Cal Poly Pomona Department of Education is offering MSTI (Math Science Teaching Initiative) program to prepare Pomona USD teachers for authorization to teach mathematics through Algebra II. The program targets middle and elementary school teachers with a multiple subject credential and entails a series of four courses in mathematics designed to teach the content and pedagogy required to pass the CSET I and II, and a secondary methods course. The first of the four-course math series, Algebraic Thinking Part I – Connections between K-12 & CSET Standards, was offered from March-

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Channel Islands	2008-09	Increase from 6-6	No	Implement a school-site undergraduate capstone experiential course for prospective single subject mathematics credential students. Disseminate print and web-based information to current students on campus and at local community colleges and to targeted high schools. Provide scholarships for credential students in mathematics education program.	Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in mathematics.
California State University, Dominguez Hills	2008-09	Double the num. from '06	Yes	In 08-09 CSUDH prepared 147 credentialed Math teachers, the highest number in the CSU system. We have a comprehensive plan to recruit, prepare, place, and support Math teachers in hard-to-staff schools. We have developed a true pipeline linking community colleges, undergraduate programs, and credential programs.	Preparing Math teachers has been a focus of the School of Education for some time. We have obtained funding through state and federal grants, including several Transition to Teaching grants, a Math/Science Initiative grant (MSTI), a NOYCE grant, and more recently a TQE grant. We have learned that we must approach this comprehensively, and in direct response to our school partners. We've learned that we must recruit from several populations, including high schools and middle schools. We are expanding our work to professional development for Master Math Teachers in our local district.
California State University, Fresno	2008-09	43 by 2010; 50 by 2013	No	Mathematics and Science Teacher Initiative (MASTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 13 teachers AY 2007 - 22 teachers AY 2008 - 35 teachers
California State University, Fullerton	2008-09	See below	Yes	Goal: Our goal for 2008-09 was a 5% increase in mathematics credentials, from 55 to 58. Strategies for mathematics candidate recruitment and support include: <ul style="list-style-type: none"> <li>• scholarships</li> <li>• distribution of brochures throughout campus</li> <li>• articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option</li> <li>• websites for mathematics and foundational-level mathematics credential programs</li> <li>• web-based video about mathematics teaching</li> <li>• community college outreach presentations</li> <li>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science</li> <li>• mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching</li> <li>• involvement of local teachers of mathematics in methods coursework to model effective practices</li> <li>• training in the use of technology tools such as Geogebra</li> <li>• funding to attend local mathematics education conferences (CMC-S and NCTM)</li> </ul>	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community college to assist in increasing our applicant pool. We obtained an Intern Grant to support the Interns in mathematics. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in math.	Continue to write Intern Grants with an emphasis on recruiting mathematics teachers.
California State University, Monterey Bay	2008-09	# of Math Credentials	Yes	Goal: Increase the percentage of students who have been credentialed in Math by 5%.	Goal met by increased recruitment efforts.
California State University, Northridge	2008-09	80	No	Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam.	
California State University, Stanislaus	2010-11	Increase by 10%		Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation.	
Claremont Graduate University	2008-09	25 Students	Yes	Strong fellowship packages. We have an NSF grant and also a partnership with Harvey Mudd College and USC called Math for America. We also recruit heavily on Noyce participant college campuses like Berkeley, Pomona College, Harvey Mudd College, Scripps College, Pitzer College, and Claremont McKenna College	We admitted 35 students in 2009/10, our methods are working.
Concordia University	2008-09	1	Yes		
Holy Names University	2008-09			Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Worked with national recruiting agency, Oakland Teaching Fellows Held webinar which faculty constructed describing our Credential Programs	Continue webinar and evaluate webinar with Oakland Teaching Fellow staff In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools
Humboldt State University	2008-09	Financial Incentives	Yes	Use NOYCE Scholars Program to provide financial incentives/stipends to candidates.	Write proposal to the National Science Foundation.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
John F. Kennedy University	2008-09	One math	No	In 2007-08 we had a goal of one and made that goal. We attended recruiting fairs and Mr. Diablo Unified School district fairs, county fairs, Se lost two possible candidastes -one to Project Pipeline and one to St. Marys College. Most of our candidates came from referrals from former teacher candidates or license teachers, or supervisors.	Because our institution had decided to move towards a teach out of our program due to two years of decreasing enrollment, we worked with the candidates already admitted by Fall 2008. No candidates were admitted after Fall 2008.
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	
Mount St. Mary's College	2008-09	Increase math candidates	Yes	Outreach to math department to encourage undergraduate students who with to teach K-12 to apply for the credential program.	Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.
National University	2009-10	Increase MTH enroll.		50% reduction tuition for the following courses: MATH 311 and MATH 325.	
Notre Dame de Namur University	2009-10	4		Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Patten University	2008-09	Increase Enrollment	No	Info Nights on campus by Associate Dean. Increase mailing & flyers to districts and schools. Some additional students realized.	Need an additional person to help with recruitment. Hired a recruiter April 2010.
Pepperdine University	2011-12	3		Previously, no numerical goals were set for the intern program regarding this particular shortage area. Recruitment for the upcoming school-year is already complete. Currently, none of the University Interns are earning credentials in math. For this reason, it should be our goal to recruit and retain a small cadre of interns who will help address this need. In order to do that, recruiters should consider contacting Pepperdine undergraduates earning degrees in math, they should also contact schools whose math teachers do not have a preliminary or clear credential, and we may consider adding a special note to math teachers on our website.	
Point Loma Nazarene University	2008-09			Designed, proposed to the university, and was approved to provide course to prepare candidates for passage of the test for Mathematics subject matter competence in the state of California	Offer course to candidates at four teaching sites. Include community members and LEAs in enrollment for this course
San Francisco State University	2008-09	10	Yes	Interns who are teaching math are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships available to credential candidates teaching math.	Goal: Seek funding to support teacher preparation in math. Credential program funding cuts have impacted the number of interns able to be served. Cuts in district funding to IHE's for interns reduces support available on campus.

## Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Santa Clara University	2008-09	as many as possible	Yes	<p>Santa Clara University's teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending an our Information Night session. Another source of teacher candidates in mathematics and science is SCU's undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential.</p> <p>During the 2007-08 academic year, we partnered with colleagues in the College of Arts and Sciences to reach a previously untapped source of potential mathematics and science teachers. We secured a Noyce Foundation grant designed to provide scholarships covering the full cost of our secondary school teaching credential program to Santa Clara University undergraduates majoring in mathematics, science or engineering who had not necessarily considered the possibility of a teaching career. Noyce Scholars do their clinical field placements in under-performing or hard-to-staff schools in highly diverse urban school districts.</p> <p>We spent the 2008-09 academic year recruiting potential Noyce Scholar applicants. Our mathematics education and science education specialists hosted information nights, participated in the undergraduate Major-Minor Fair, sent emails and mailings to all math, science, and engineering majors, ran announcements in the student newspaper, and made connections with all the course instructors in the relevant departments to publicize the Noyce Scholar program and request that they encourage their interested students to apply.</p> <p>The Noyce Scholar Program was successful in attracting the interest of undergraduate mathematics, science, and engineering majors who had previously not considered a teaching career. In Spring 2009, scholarship offers were made to nine individuals. Although five students initially accepted the scholarship, one changed her mind and decided not to enroll in the teacher education program; another dropped out after the first week of</p>	<p>The high attrition rate among our Noyce Scholars is not an anomaly; other institutions that were awarded Noyce teacher education grants for mathematics and science have experienced similar outcomes. At this point it is not clear why the program has not been more successful. We intend to work with the other Noyce Scholar institutions to understand the weaknesses in the program and to develop new strategies for finding candidates who have a better fit with the program.</p>

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Sonoma State University	2008-09	Meet teacher shortage	Yes	Elementary/Multiple Subject: Outreach continues at all field sites as credentialed teachers who are interested in mathematics are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in mathematics is encouraged to switch to the single subject program for a credential in that area. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in general/foundational mathematics. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a mathematics professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in math classes about becoming teachers. Invite students to campus to learn more about education programs.
Touro University	2009-10	Curriculum & Literacy		Single subject mathematics candidates undertake an intensive study of the state adopted 7-12 Mathematics Content Standards and the Mathematics Framework for California Public Schools(2006) in the curriculum and instruction courses, EDU 775: Secondary Methods 1 and EDU 777: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates identify the connections across major concepts and principles within mathematics and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected progression of conceptual understanding, computational skills, procedural skills, and problem-solving skills throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced mathematics program, single subject math candidates follow the Touro University Lesson Plan to design mathematics instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary mathematics teachers for 60 hours during EDU 780: Orientation to Student Teaching & Seminar, and in-depth curriculum and instruction courses in teaching their subject matter (EDU 775 and EDU 777), candidates learn specific teaching strategies that are effective in supporting them to teach the	All math candidates need specific instruction in math strategies and literacy in the content area of math.
University of California, Irvine	2008-09	Increase Undergrad prep	Yes	offer multiple introductory courses related to math teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Successful recruitment of math majors and the development and staffing of new courses has necessitated a strong partnership between deans and faculty representing mathematics and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Mathematics**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of California, Riverside	2008-09	15	Yes	The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in mathematics. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Math majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as mathematics. Workshops discussing these incentives are organized so prospective candidates can take advantage of this assistance.	The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for those seeking math and science careers. This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates into the program. The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of all levels of teachers involved in mathematic curriculum.
University of California, San Diego	2008-09	12 program completers	No	Science Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program	Continue early outreach through freshman seminars and faculty mentorships
University of LaVerne	2008-09	Mathematics waiver	Yes	Mathematics was approved by the credential commission as a subject matter waiver program. Approved STEM program.	Actively pursue STEM students and increase number of STEM scholarships.
University of Phoenix	2009-10	13			
University of the Pacific	2008-09	3	Yes	We informed Diversified Majors in the Multiple Subject program who have concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2 and a single subject methods course so that they can qualify for two credentials (Multiple Subject and Foundational Mathematics, Single Subject).	We continue to recruit Diversified Major students with concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2. We work with a consortium to recruit high school juniors for careers in math teaching. Students attend the local community college and then apply to transfer to the University of the Pacific to major in mathematics or in liberal students (diversified major) with a mathematics minor.

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	40	Yes	Delivery of alternative credentialing program and collaborative recruitment of career-changers in Science resulted in 53 candidates enrolled.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can both enter the alternative program and support the start of the school year.
Antioch University Santa Barbara	2009-10	na		only multile subject credentials and ed. spec. credentials offered	
Azusa Pacific University	2008-09	20% increase	Yes	Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areas. The format of information meetings has been changed to be more convenient for prospective candidates. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Science and other shortage areas as their subject area.	It is hoped that the 50% part-time recruiters will be moved to full-time employees. They are learning, as they go, about what recruiting methods work. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas.
California Lutheran University	2010-11	Recruit add'l students		We have created a seamless pathway from undergrad to graduate work for the students to pursue. We are always available for the students and consultation with the faculty.	We have much to do to improve our relationship with the science department. We are in discussion about creating Subject Matter State approval, working with science faculty to support future teachers, and create joint projects for students and faculty.
California State Polytechnic University, Pomona	2008-09		Yes	Cal Poly Pomona leads a Noyce Scholars Program	The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2008-2009, we accepted an additional 19 Noyce Scholars; 18 others were alumni scholars.
California State University, Channel Islands	2008-09	Increase from 0-4	No	Implement an on-site undergraduate service learning course for prospective single subject science credential students. Disseminate print and web-based information to current students on campus and at local community colleges and target high schools. Participate on science teacher events at local community colleges. Provide scholarships for credential students in science education program.	Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in science.
California State University, Dominguez Hills	2008-09	Double the num. from '06	No	This goal is ongoing, yet numbers remain low. We have a new Natural Science Option in the undergraduate Liberal Studies program to steer candidates into science teaching. We have a newly-approved Subject Matter Preparation Program (SMPP) in Biology. We are expecting to hear about a Chemistry SMPP very soon.	As in Math, we have focused on this goal for some time. The numbers are low because science majors have many other career options, and frequently choose those instead of teaching. We have obtained grant funding to support recruitment, and to support candidates through stipends and regular advising.



**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Fresno	2008-09	40 by 2010; 53 by 2013	No	Mathematics and Science Teacher Initiative (MASTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 12 teachers AY 2007 - 25 teachers AY 2008 - 27 teachers
California State University, Fullerton	2008-09	See below	Yes	<p>Goal: Our goal for 2008-09 was a 5% increase in science credentials, from 41 to 43. □</p> <p>Strategies for science candidate recruitment and support include:</p> <ul style="list-style-type: none"> <li>• scholarships</li> <li>• distribution of brochures throughout campus</li> <li>• articulation with undergraduate programs that are science-rich to promote science teaching as a career option</li> <li>• web-based video about science teaching</li> <li>• website and blog for science credential program</li> <li>• monthly SciNet newsletter with scholarship and intern opportunities</li> <li>• community college outreach presentations</li> <li>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science</li> <li>• summer internships with local informal science centers</li> </ul>	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community college to assist in increasing our applicant pool. We obtained an Intern Grant to support the Interns in science. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in science.	Continue to write Intern Grants with an emphasis on recruiting science teachers.
California State University, Monterey Bay	2008-09	# of Science Credentials	Yes	Goal: Increase the percentage of students who have been credentialed in Science by 5%.	Goal met by increased recruitment efforts.
California State University, Northridge	2008-09	80	No	Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam.	We continue with the MSTI grant and increased efforts to recruit math and science teachers. In addition, we offer sizeable scholarships ranging from 2500 to 5000 for single subject math and/or science teacher candidates.
California State University, Stanislaus	2010-11	Increase by 10%		Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation.	

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Claremont Graduate University	2008-09	20	No	We have an NSF Noyce grant and still are unable to recruit as many science teachers as we need, especially in Physics.	We have just submitted a state grant to start a residency program for Science Teachers and will submit a Stage II Noyce proposal next year to increase the fellowship support for Science Teachers to equal Math for America.
Concordia University	2008-09	1	No		
Holy Names University	2008-09			Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Worked with national recruiting agency, Oakland Teaching Fellows Held webinar which faculty constructed describing our Credential Programs	Continue webinar and evaluate webinar with Oakland Teaching Fellow staff In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools
Humboldt State University	2008-09	Approved Program	Yes	Biology Program document has been written to receive an approved program from the Commission on Teacher Credentialing. Document has been reviewed and will be revised to gain approval.	Write proposal with assistance of Biology faculty.
John F. Kennedy University	2008-09	2	Yes	We were able to obtain four candidates who wanted to become teachers in biology, chemistry, and physics by responding to district we work with who had candidates wanting to be interns. These candidates happened to be excellent candidates.	
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	
Mount St. Mary's College	2008-09	Increase science candidat	No	Outreach to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program.	More outreach to science departments at MSMC to encourage teaching as an option. Encourage prospective teacher candidates from outside the college to consider science as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.
National University	2009-10	Increase SCI enroll.		50% reduction for the following course: SCS 331.	
Notre Dame de Namur University	2009-10	4		Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Patten University	2008-09	Increase Enrollment	No	Info Nights on campus by Associate Dean Increase mailing & flyers to districts and schools. Some additional students realized.	Need an additional person to help with recruitment. Hired a recruiter April 2010.
Pepperdine University	2011-12	5		Three of the current University Interns are earning credentials on science. It should be our goal to increase this number by a reasonable amount. We can use the same strategies indicated for math.	
Point Loma Nazarene University	2008-09			Encouraged current single subject candidates to consider added authorization in science. Encouraged current multiple subject candidates to consider added authorization in science	Work with LEAs to identify current teachers to add authorization in science

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San Francisco State University		10	No	Interns who are teaching science are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships (e.g., APLE, Noyce) available to credential candidates teaching science. Cuts in district funding to IHE's for interns reduces support available on campus.	Goal: Emphasize new foundational-level science subject matter credential in information sessions. Cuts in district funding to IHE's for interns reduces support available on campus, so emphasize this need in negotiating with school districts for intern dollars.
Santa Clara University	2008-09	as many as possible	Yes	<p>Santa Clara University's teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending an our Information Night session. Another source of teacher candidates in mathematics and science is SCU's undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential.</p> <p>During the 2007-08 academic year, we partnered with colleagues in the College of Arts and Sciences to reach a previously untapped source of potential mathematics and science teachers. We secured a Noyce Foundation grant designed to provide scholarships covering the full cost of our secondary school teaching credential program to Santa Clara University undergraduates majoring in mathematics, science or engineering who had not necessarily considered the possibility of a teaching career. Noyce Scholars do their clinical field placements in under-performing or hard-to-staff schools in highly diverse urban school districts.</p> <p>We spent the 2008-09 academic year recruiting potential Noyce</p>	The high attrition rate among our Noyce Scholars is not an anomaly; other institutions that were awarded Noyce teacher education grants for mathematics and science have experienced similar outcomes. At this point it is not clear why the program has not been more successful. We intend to work with the other Noyce Scholar institutions to understand the weaknesses in the program and to develop new strategies for finding candidates who have a better fit with the program.
Sonoma State University	2008-09	Meet teacher shortage	Yes	<p>Elementary/Multiple subject: Outreach continues at all field sites as credentialed teachers who are interested in the sciences are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in the sciences is encouraged to switch to the single subject program for a credential in those areas. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students.</p> <p>Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.</p>	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in integrated/general science. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a sciences professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in science classes about becoming teachers. Invite students to campus to learn more about education programs.

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Touro University	2009-10	Curriculum & Literacy		Single subject science candidates undertake an intensive study of the state adopted 7-12 science Content Standards and the Science Framework for California Public Schools (2004) in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods 1 and EDU 777: Curriculum and Instruction: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles, and theories previously taught throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced science program, single subject science candidates follow the Touro University Lesson Plan to design science instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary science teachers for 60 hours during EDU 780: Orientation to Student Teaching & Seminar, and in-depth curriculum and instruction courses in teaching their subject matter	All science credential candidates need specific instruction in both life and physical science curriculum strategies along with instruction on incorporating literacy in the content area of science.
University of California, Irvine	2008-09	Increase Undergrad prep	Yes	a) offer multiple introductory courses related to science teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Successful recruitment of biology, chemistry, earth science, and physics majors, and the development and staffing of new courses, has necessitated a strong partnership between deans and faculty representing the science and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.

**Appendix B-2: Institutional and Program Report Card - Section II Annual Goals for Science**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of California, Riverside	2008-09	10	No	The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in the sciences. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Science majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as science. Workshops discussing these incentives are organized so prospective candidates can take advantage of this assistance.	The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for math and science careers. This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates with an interest in teaching science. The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education as undergraduates and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of teachers who can work to mentor future science candidates. Outreach to candidates at other institutions and career changers has been implemented in hopes of attracting more science candidates.
University of California, San Diego	2008-09	12 program completers	No	Science Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program	Continue early outreach through freshman seminars and faculty mentorships; consider ways to streamline Science Education minor and to collaborate with departmental advisors.
University of LaVerne	2008-09	Science waiver	Yes	Approval of science subject matter waiver. Approved STEM program. Actively pursue STEM students and increase number of STEM scholarships.	Actively pursue STEM students and increase number of STEM scholarships.
University of the Pacific	2008-09	1	Yes	We recruited students from biological sciences to pursue teaching.	We will continue to meet with faculty in the sciences and to provide information to students in these fields to consider teaching as a career.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	20	Yes	Collaboration with high-needs local districts and local district credentialing programs brought students into an alternative credentialing intern program and into a summative credentialing program to assure maintenance and continuation of special education teachers. This resulted in 47 candidates in 2008-09.	Support is necessary to maintain employment and engagement of these teachers in this profession. Our university field supervisors are trained to work with interns and employers on sustainability goals.
Antioch University Santa Barbara	2009-10	increase over 2008-09	Yes	Antioch SB is only in its 3rd year of offering the Ed. Spec. MM program. More students are responding to advertising and counseling efforts.	More students see the Ed. Spec. credential as a way to improve employment prospects.
Azusa Pacific University	2008-09	20% increase	Yes	A 50% part-time recruiter has been employed to target Special Education recruitment. Information meetings and the admission process has been revised and improved. New credential programs and added authorization programs have been written and approved by the Commission on Teacher Credentialing. They include a new clear credential program, and added authorizations in autism, emotional disturbance, and resource specialist.	Advertising the availability of the new programs and authorizations is currently in process. The recruiter is connecting with local school districts to inform them of our new programs. Potential teacher education candidates are bein
California Baptist University	2010-11	Improve autism pedagogy	No	Create a new professional methods course on autism and interventions.	
California Lutheran University	2010-11	Increased enrollment	No	We are currently working on a redesign of our special education program. We are expanding recruitment efforts.	Continue to strengthen this aspect of our program.
California State Polytechnic University, Pomona	2008-09		Yes	Increase the number of MS and SS credential holders who add an ES credential. Description of strategies used to achieve goal: emailed information to BTSA Regional participants; local area school districts; MS and SS candidates already in Cal Poly Pomona's program. Posted flyers in campus buildings. Email information to relevant undergraduate programs (Liberal Studies, EWS).	(1)continue to disseminate information; (2) information dissemination regarding revisions to ES program and new Autism authorization/certificate.
California State University, Channel Islands	2008-09	Increase from 10-12	No	Recruited Multiple Subject teachers who have been laid off from their teaching positions to return to school and pursue special education credential. Recruited full-time cohort of students.	Continue to recruit
California State University, Dominguez Hills	2008-09	Recruit 25 in a cohort	No	This is a relatively new project, and is still being developed with faculty in Special Education. CSUDH has many Special Education Interns, however the TTT grant is aiming to recruit one cohort of 25 students who will be placed as teachers of record in specially-selected local schools.	As collaboration improves between general education and special education programs, we expect this program to grow as well.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Fresno	2008-09	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in SPED.	Secondary Ed: 06-07 = 69%, 07-08 = 77% Elementary Ed: 06-07 = 76%, 07-08 = 77%
California State University, Fullerton	2008-09		Yes	Goal: To increase the number of trained teachers in the field of special education by 5%. The goal was met in the area of moderate/severe disabilities. The following strategies were used: <ul style="list-style-type: none"> <li>• Recruitment at local conferences and school districts</li> <li>• Improved, user-friendly website</li> <li>• Coordinator-model of support where students meet the candidates at the admissions interview and follow their progress throughout the program</li> <li>• Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying</li> </ul>	The number of teachers trained in early childhood special education was slightly down and comparable to the number of teachers trained for mild/moderate. To improve in these areas, we plan to do more recruiting in undergraduate majors – Child and Adolescent Studies, Liberal Studies, Nursing, etc.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community college to assist in increasing our applicant pool. In addition, we obtained an Intern Grant in special education and an Intern Recruitment Grant specific to low incidence areas (Visually Impaired and Physical and Health Impaired). However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in special education.	Continue to write Special Education Intern Grants with an emphasis on recruitment.
California State University, Monterey Bay	2008-09	# of Education Specialist	Yes	Goal: Increase the percentage of students who have been credentialed in Special Education by 5%.	Goal met by increased recruitment efforts.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, San Marcos	2008-09			<p>Goal: Improve performance on CSU Exit Survey so that fewer graduating candidates and their supervisors indicate they are less prepared to meet the needs of students with special needs in the regular education classrooms.</p> <p>Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented.</p> <p>1. Special education and teaching and learning faculty spent considerable time and effort in creating signature assignments and class activities that focus on developing regular education teachers' skills sets to work with special needs students within a year long sequence of credential classes.</p> <p>2. Faculty continue to collaborate to monitor candidate progress in these areas as measured through the Teacher Performance Assessment.</p> <p>3. Faculty are currently engaged in another directed collaboration in order to integrate Response to Intervention skills and knowledge base within the targeted credential courses.</p>	<p>1. Curriculum development must include a plan for constant reflection, update and revision.</p> <p>2. Time and space must be devoted to support faculty in these endeavors.</p> <p>3. Mentoring of adjunct faculty is essential to maintain fidelity to the course structure and outcomes.</p>
California State University, Stanislaus	2010-11	Increase enrollment		Created alternative route to obtain credential.	
Claremont Graduate University	2008-09	25	Yes	Once again, outside fellowships in addition to institutional funds are key to recruiting sufficient numbers of quality candidates in high need fields. We have had to federal OSEP grant to help us increase our numbers in special education.	
Holy Names University	2008-09			Continued collaboration with our Special Education Community Advisory Council	<p>Special Education Community Advisory Committee made recommendations to provide services to children with Autism courses to begin Fall 2010. (for new Education Specialis program standards - August 2010)</p> <p>Exploring possibility of offering Autism Authorization for current Education Specialist Mild/Moderate credential holders.</p> <p>Courses to begin Fall 2010</p> <p>Spring 2010 meetings is scheduled to publiciza courses</p>
Humboldt State University	2008-09	Increase Numbers	Yes	Increase number of Special Education teachers in the Moderate/Severe program area by implementing summer program.	Secured additional funding from the Humboldt County Office of Education.
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	



**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Mount St. Mary's College	2008-09	Ensure universal access	Yes	During the initial stage, I had met up with Dr. Feldman-Abe, who is the current director of Multiple Subject teaching credential. Together, we discussed and brainstormed ideas on how we can proceed with the required California's new Reading Program Standard (7A) changes. Afterwards, I met with my entire adjunct faculty as a group to ensure that everyone was also aware of the changes. Then, I met with each adjunct faculty individually to see how the new requirements may affect their courses. In cases where certain courses were impacted, I met with the specific adjunct faculty and together, we brainstormed how we can address the new standards. A matrix was then created and the task was completed within the Fall 2008 semester.	One of the major lessons I've learned from this experience is the importance of maintaining having good working relationships with the adjunct faculty. Open communication was also a key to ensuring as smooth of a transition as possible. I realized that as the only full time faculty at this institution, I do rely heavily on my adjunct team to ensure that we are staying updated with and adapting to all of the changes. In addition, having good working professionals within your institution is important as well, especially those who are supportive of your professional growth and are always willing to offer assistance.
Notre Dame de Namur University	2009-10	20		Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Oakland Unified School District	2008-09	25-27 teachers	Yes	The program used the following strategies to achieve its goals:  1)Setting clear recruitment goals 2)Cultivating candidates throughout the recruitment process by holding events, such as a diversity reception 3)Attending local job and career fairs 4) Job postings on career and college websites	
Orange County Office of Education	2008-09	Assess Other Needs	Yes	Assessment of the need for additional Education Specialist credentials: Moderate-Severe, Communication Development, and Autism Add-On Authorization. We surveyed present intern cohorts, culminated interns, and district H.R. administrators. After studying the need, a proposal for those authorizations was sent to CTC for approval.	Surveying interns, alumni was very effective with e-mail survey. Surveying and meeting with district H.R. representatives could have had more focus on their projected numbers of teachers needed. The CTC could have provided a more timely template for the points to be met in our credential proposals.
Pacific Oaks College	2008-09	10	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts
Point Loma Nazarene University	2008-09			Worked with LEAs to provide instruction to current, in-service classroom teachers to add authorization to teach special education	Continue to work with LEAs to increase numbers of participants in these programs
San Francisco State University	2008-09	60	Yes	As a high-need area, Special Education has many applications from interns to enter the credential program.	

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Santa Clara University	2008-09	as many as possible	Yes	The School of Education and Counseling Psychology deploys its new Recruitment and Outreach Coordinator to recruitment events throughout the State. These include visits to specific universities within close proximity to Santa Clara University as well as fairs highlighting professional programs in education. Our recruitment officer focuses attention on all programs and academic awards within the Department of Education.	Moving forward, we are examining our recruitment goals and hope to adjust our strategy as necessary.
Sonoma State University	2008-09	Meet teacher shortage	Yes	The Education Specialist program is intent on providing the most comprehensive program available to the targeted service area. Demand is increasing for qualified, fully-credentialed special education teachers and the intent is to provide those teachers. The program will study the conversion rate of applicants to those admitted and work to increase that number through the thoughtful targeting of specific and sympathetic populations.	Target prior multiple and single subject credential recipients with information describing the benefits of adding the special education credential through the accelerated program available for second credential candidates; increase faculty presence at university information workshops; examine pre-applicant advising information; examine conversion data from application through admittance to acceptance.
Stanislaus County Office of Education	2008-09	Increase by 20%	No	Monthly informational meetings Bi-monthly meetings with personnel directors Articles in internal media Participation with California Teacher Corps	Word-of-mouth continues to be the most effective recruiting tool. Continue to strengthen relationships with school district officials by attending Personnel Administrator meetings.
University of California, Riverside	2008-09	10	No	The faculty has worked to create two new graduate degree programs in special education that will allow candidates to combined the teacher preparation program with a masters degree. The curriculum is also being restructured to eliminate program prerequisites that could hinder entry into the program.	Additional measures will be made to include bilingual education into the special education curriculum. Future school sites and placements has been identified and the curriculum has been updated to include this content. There has been better communication with the local districts and county offices of education to promote the special education program. These partnerships should assist in attracting general education teachers and paraprofessionals into the special education program.
University of California, San Diego	2008-09	6 program completers	No	Nationwide recruitment of qualified candidates; financial support for two-year MA program	Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials
University of LaVerne	2008-09	Added EL Authorization	Yes	The Special Education program was approved by the credential commission as having the EL Authorization embedded in the Level I program.	Ongoing analysis of EL during student fieldwork will determine effective strategies and areas of improvement
University of San Diego	2008-09	Maintain enrollment level	Yes	Enrollment in some specializations within Special Education have dropped off over the past two years and the decision was made to limit the number of specializations to two starting Fall 2009: deaf and hard of hearing and mild/moderate programs.	Please note that all other areas are reported in the traditional program report. Our only active alternative program is in Special Education. By focusing on two specializations, we expect to maintain viable programs with consistent enrollment.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Special Education**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of San Francisco	2009-10	Increase by 25%	Yes	Goal: Increase number of prospective teachers in training by 25%. We sent letters and flyers to schools and district offices, attended district intern meetings and recruitment fairs, encouraged alumni to participate in recommending teachers and paraprofessionals to obtain special education credentials, increased advertising in newspapers, revised and improved website describing advantages of our program, held additional recruitment meetings and open houses at the university, emphasized social justice and developing skills to work with diverse, urban learners in our program.	Our strategies appear to have been successful in attracting more applicants and in attracting people with some experience in the field of education. Strategies have not been highly effective in attracting persons of diverse cultural or racial backgrounds into special education. We will increase outreach to paraprofessionals by targeting them with presentations in school districts. We will also add the TEACH grant to the various ways we can assist candidates with the cost of the program.
University of the Pacific	2008-09	4	Yes	We include undergraduates in pursuing a special education teaching credential. We have many attempting both a Multiple Subject and Educational Specialist credential.	We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program. We are more broadly publicizing our Master of Education and Education Specialist program.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Alliant International University	2008-09	Train all candidates	Yes	Delivery of alternative credentialing program with special attention to strategies that help ELL students become proficient in English while keeping up with grade-level coursework. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can both enter the alternative program and support the start of the school year.
Azusa Pacific University	2008-09			English Language Learner Authorization is included in all of the preliminary teacher education credential programs that are offered at Azusa Pacific University. California Teacher of English Learners (CTEL) is available for teachers who do not have an English language authorization connected to their credential. Information about our CTET program has been distributed to school districts surrounding our seven campuses.	Combining sections of the CTET exam and coursework was approved this last year. This gives the candidates more options in obtaining the CLAD Certificate more quickly. We continue to make teachers in our local districts aware of our CTET program.
California Baptist University	2010-11	SIOP Instruction	No	Implement enhanced training in SIOP for pre-service Education Specialists in Mild/Moderate and Moderate/Severe Disabilities.	
California State Polytechnic University, Pomona	2008-09		Yes	Continue mapping ELL strategies into the courses in a developmental sequence. In fall 2009-a faculty member was hired with expertise in English Language Learners	Continue to examine learning outcomes in all courses to insure appropriateness, consistency, clarity, rigor and adherence to credential program expectations with respect to infusion of ELL strategies across each program.
California State University, Channel Islands	2008-09	Continue EL preparation	Yes	Prerequisite course on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. English learners must be addressed on lesson plans and in student teaching. Teacher performance assessment includes competency with English learners.	none needed, but on-going review of candidate and first year graduate competence in this area is measured every year. CSU CI has added a Bilingual credential to elementary level credential for more in-depth work for Spanish speakers.
California State University, Dominguez Hills	2008-09	N/A		CSUDH does not have a stand-alone English Learner preparation program; instead, the Cross-Cultural Language and Academic Development emphasis (CLAD) is embedded in each credential program.	
California State University, Fresno	2008-09	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in EL.	SPED: 06-07 not assessed, 07-08 = 90% (goal met) Secondary Ed: 06-07 = 75%, 07-08 = 80% Elementary Ed: 06-07 = 78%, 07-08 = 80%

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
California State University, Fullerton	2008-09		Yes	Goal: Exit survey results and CSU Center for Teacher Quality year-out results will show an increase of 5% of new teachers who are prepared or well- prepared to teach English learners. Recent surveys show an increase in the number of supervisors who report that their CSUF first year teachers meet the instructional needs of students who are English language learners. Strategies used include the implementation of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources.	SPED 425 has been developed as a prerequisite to our new Special Education program and is designed to assist special education teachers with English Language Learners in the classroom. Year out data from the CSU has not yet been reported for 2008-09, but recent data show gains in our general education candidates' ability to teach EL students.
California State University, Monterey Bay	2008-09	Intro. of LEP students	Yes	although there is not a stand-alone certification program, instruction of LEP students is infused in all general and special education programs.	N/A
California State University, San Marcos	2008-09			Goal: Reduce the percentage of candidates who indicate they are less prepared to meet the needs of English learners on the CSU Exit Survey. Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented. 1. Program area faculty regularly meet to review the readings and assignments for foundational multicultural/multilingual credential classes across all programs. 2. Adjunct faculty are mentored by tenure-line faculty in order to assure fidelity to the course content and goals. 3. We began collaboration with WestEd on a study of our best practices in this area because we were designated as a stellar CSU campus in preparing teachers to work with English learners.	1. Curriculum development must include a plan for constant reflection, update and revision. 2. Time and space must be devoted to support faculty in these endeavors.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Claremont Graduate University				All our students graduate with the credentials to teach limited English proficient students.	
Holy Names University	2008-09			Students in all Credential programs have a strong component of learning to teach English Learners in all coursework	Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics-academic language, English Development standards.)
John F. Kennedy University	2008-09	13	Yes	All elementary and Secondary candidates must be able to work with LEP and Special Needs students in order to obtain a CLAD embedded SB2042 credential.	All students must be competent in the areas of LEP and Special Needs to obtain a credential. The State requirement in TPA Tasks require candidates to be competent in these areas also.
La Sierra University			No	N/A We do not have a government funded program.	
Los Angeles Unified School District	2008-09	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, District online information, District sponsored professional development, and District voucher program for English Authorization testing	
Mount St. Mary's College	2008-09	Prepare to instruct ELL	Yes	The Mount St. Mary's College 2042 credential programs are designed to prepare candidates to meet the California Teacher Performance Expectations (TPEs) which are formatively assessed throughout the coursework and summatively assessed in the California Teacher Performance Assessment (Ca-TPA) and in the Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE) 7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: Understanding and applying theories, principles, and instructional practices for English Language Development; Understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and Drawing upon student backgrounds and language abilities to provide differentiated instruction. The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first-and second-languages, classroom organization, and participation by specialists and paraprofessionals. The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite linguistics courses ENG 102 (undergraduates) and EDU 253 (graduates), and, throughout the program, candidates gain	We regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. For example, we modified our SDAIE lesson plan design to include a section for candidates to explain their rationale for their strategies to meet the specific needs of English Language Learners. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.
Pacific Oaks College	2008-09	10	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts <input type="checkbox"/>

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Pepperdine University	2011-12	All	Yes	All of our students, both traditional and alternative, are prepared to instruct students for whom English is a second language. This is a goal we are already meeting and will continue to meet. Students take two courses, EDTC 673 and EDTC 674 to ensure they meet this goal.	
Point Loma Nazarene University	2008-09			Proposed authorization and was approved by the California Commission for Teacher Credentialing (CCTC) to offer coursework to authorize current, in-service classroom teachers to teach limited English proficient students	Continue to provide coursework at all teaching sites. Increase recruiting efforts in local LEAs
San Francisco State University	2008-09		Yes	LEP students are instructed by almost all interns.	
Sonoma State University	2008-09	Embed Eng learner content	Yes	The demand for teachers qualified to teach those students for whom English is a second language has increased dramatically over the last ten years. The university has redesigned all credential programs to ensure that any graduate will be completely equipped to ensure a quality educational experience for all students regardless of literacy background or country of origin.	English language learner content has been embedded in all three credential programs and has been recognized as successful by the state credentialing body. Students interested in earning a fully-bilingual certification are advised using a combination of classes and state exams.
St. Mary's College of California	2008-09	100%	Yes	California state law mandates that all teacher preparation programs include instruction to teach limited English proficient students and that all program completers have competence in this area.	
Stanislaus County Office of Education	2008-09	100% EL auth.	Yes	Implement EL coursework English Language Learner and Specially Designed Academic Instruction in English checklists completed by supervisors.	Recruit diverse faculty Provide PD for practicum supervisors in identifying instructional techniques to be used with ELs.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
Touro University	2009-10	Effective Teaching of ELL		In Touro University's College of Education Teacher Credential program, candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.	In EDU 780: Orientation to Student Teaching & Seminar, candidates spend sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching and support of English learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Beginning in the introductory courses EDU 770: Educational Psychology & Classroom Management, EDU 771: Teaching Diverse Learners, and EDU 772 or EDU 773: Elementary/Secondary Literacy & Planning Instruction, candidates learn the pedagogical theories and principles of English Language Development. Candidates observe best practices in teaching English learners while observing in local public school classrooms as a course requirement in EDU 780: Orientation to Student Teaching & Seminar. Additional grade-appropriate and academic language
University of California, Irvine	2008-09	Serve LE Proficient Pop.	Yes	It is embedded in the program and no special strategies were used to achieve this goal.	Enforce the mandates required by the State.
University of California, Riverside	2008-09	10	Yes	The Graduate School of Education works closely with our Liberal Studies majors to advise those who are proficient in a second language with pathways to obtain an elementary credential that includes an emphasis in bilingual education. Courses offered at the undergraduate level allow students to observe in bilingual classrooms prior to program entry. A survey has been created to query applicants about their proficiency in languages other than English so alternate pathways and opportunities are made available as they enter the program. □ UCR Teacher Education has also developed a partnership with a charter school that has a dual immersion program. Two-way immersion program, integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language.	The Graduate School of Education goal is to enhance its campus partnerships that will include Hispanic Studies and Spanish majors who may wish to pursue an elementary or secondary teaching track in bilingual education. Students who pursue the secondary track are often late deciders so it will be important to make information available to undergraduates early in their undergraduate career.



**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>
University of California, San Diego	2008-09	All program completers	Yes	Both MS and SS candidates are placed in classrooms with English learners, beginning with foundations/prerequisite year; support for EL integrated throughout coursework; data on candidate performance in teaching academic language as part of the PACT assessment required for licensure is reviewed by faculty on an on-going basis	Outreach to increase applicant pool for SS credential program
University of LaVerne	2008-09	Program EL Authorized	Yes	Incorporated EL strategies throughout program to fulfill state requirements. Strategies embedded throughout program allow for instruction of diverse strategies and practice of instruction.	Lessons learned - students are very well prepared for diverse instruction immediately upon completing program.
University of the Pacific	2008-09	N/A		We do not have a specific credential for teaching limited English proficient students. However, all teacher education candidates complete credentials to provide services to English language learners.	

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
Antioch University Santa Barbara	2009-10					na	CTC policy allows for a holder of a multiple subject credential to apply for and receive a single subject credential by providing evidence of passage of the CSET in the subject AND a 4 quarter unit course in single subject methodology. This course is offered once per year at Antioch SB
California Baptist University	2010-11	Design new program	No	Redesign current Education Specialist programs to align with new program standards from the Commission on Teacher Credentialing.			
California State Polytechnic University, Pomona	2008-09		Yes	One of the components of the new clinical practice model includes better linkage between the Teaching Performance Expectations and the supervision process. One of the early activities requires candidates to explore the resources in the community and through the school that address meeting the needs of at-risk students.	Series of professional development sessions on New Teacher Center Supervision Model	Focus on new model of clinical practice	
California State University, East Bay							For 2008-2009, specific goals were not set by the listed shortage areas. The university is in the process of setting enrollment goals for the 2011-2012 admissions cycle and will include specifics for the listed teacher shortage areas.
California State University, Sacramento							Our alternative programs are designed in such a way that students are not initially accepted specifically to them. Instead, if we increase the numbers of students who are accepted into our traditional mathematics, science and special education programs, there will be an increase in the numbers who ultimately enter our alternative programs in those same areas. Because of this, our annual goals for these areas are described in the Title 2 report for our traditional programs.
California State University, San Bernardino							Please Note: This section was not completed at this time as this is a new reporting requirement for the IPRC and thus we are not able to report out for 2008-2009. This information will be included in next year's report.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
CalState TEACH							All elementary education programs in CA are required to embed the English Language Authorization in the preliminary program; therefore, we do not have a stand alone program in instructing English Learners. It is in every aspect of our program.
Fortune School of Education (Project Pipeline)							At Fortune School of Education, we do not have specific, subject-by-subject goals. Instead, we have an organization-wide goal that encompasses our mission and vision. <input type="checkbox"/> Vision Statement: <input type="checkbox"/> To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. <input type="checkbox"/> <input type="checkbox"/> Mission Statement: <input type="checkbox"/> To prepare eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Holy Names University							Our Field Supervisors are in regular contact with Program Coordinators so we can be responsive to the needs in the field.
John F. Kennedy University	2008-09	At least one candidate	Yes	We worked hard to recruit a student in Foreign Language Spanish-using some contacts in the Field.	Keep making contacts in the field. The last student we admitted in the Fall or 2008 was a Physics candidate.	Foreign Language Spanish	We stopped recruiting students after the Summer of 2008 due to a decision made by the Administration to shut down the Program and teach it out. We committed ourselves to teach out the program to all students who we had accepted and who had met all requirements to advance to student or intern teaching or were in the process of meeting such requirements.
Los Angeles Unified School District							As an alternative route towards teacher certification, the District Intern Program exists to fulfill shortage areas in Math, Science and Special Education when a fully licensed/credentialed teacher is unavailable. Interns in the program are also authorized to teach limited English proficient students. Given the District's evolving needs, goals are determined based on varying shortages each school year.

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
Oakland Unified School District							<p>The Oakland Practitioner Teacher Program consists of a partnership between the Oakland Unified School District and The New Teacher Project (TNTP), a national non-profit dedicated to closing the student achievement gap in high-needs schools and subject areas. Oakland Unified School District partnered with TNTP to address persistent hard-to-staff vacancies in special education and the inadequate training and preparation of new teachers for the reality of special education teaching in OUSD. Together TNTP and OUSD established the Oakland Practitioner Teacher Program (OPTP), a District Internship Program for Special Education interns. The goal of the partnership is to ensure that new educators are prepared to immediately raise achievement levels among all Oakland Unified students. TNTP has a proven national track record of partnering with high-need school districts to train and credential alternate route teachers. The organization has more than ten years of data and experience recruiting, selecting, training, and preparing new teachers in similar districts around the country. <input type="checkbox"/></p> <p>Together, OUSD and TNTP share the belief that high-quality training and preparation for alternate route candidates must be field-based, highly relevant to practice, and focused on immediately increasing participants' ability to translate their existing deep content knowledge into effective classroom practice. <input type="checkbox"/></p>
Orange County Office of Education		N/A				N/A	<p>The program is confident that it will meet the goal for approval for the Moderate/Severe Credential and the Autism Add-On. There are still some unknowns on the state's part in writing and approving the standards for the Communication Development Credential. The goal in meeting district needs for the CD credential may be delayed. Considering the condition of the state budget, its various unknowns and tentative predictions at this time, we feel that we are making good effort to serve our districts.</p>

**Appendix B-2: Institutional and Program Report Card - Section II: Annual Goals - Other**

<b>Institution</b>	<b>Academic Year</b>	<b>Goal</b>	<b>Goals met?</b>	<b>Description of strategies used to achieve goal</b>	<b>Description of steps to improve performance in meeting goals or lessons learned in meeting goal</b>	<b>Other Goal Specify</b>	<b>Comments</b>
Pepperdine University							Our intern program is a way that we help the state meet goals in all of the teacher shortage areas except special education.
San Jose State University							No goals for the intern program because interns are determined by the districts availability.
Sonoma State University							Data are combined and in Traditional Report.
Stanislaus County Office of Education							All intern candidates in the Special Education Intern Program complete coursework and practicum supervision to prepare to effectively instruct and complete appropriate IEPs for English Learners in Special Education.

**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	
Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Alliant's teacher education program includes two semesters of intensive summative seminars that, in collaboration with fieldwork, address the need for appropriate training. A unique facet of the program pairs experienced local practitioners with candidates as mentors, utilizing the expertise of local teachers and their knowledge of the area to provide close one-on-one field supervision during the teaching experience. Additionally, classroom topics specifically address each of the areas described above. For example, the instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices, with a focus on highlighting misunderstandings about what is and is not ELD instruction, where to find ELD standards, and how CELDT data can inform instruction. Candidates are shown how consistency and calm contribute to successful implementation of ELD programs. Classroom instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Alliant also collaborates, both in planning and delivery, with local school districts that employ Alliant-prepared teachers, addressing the specific needs and climate of each district, its community and its families.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Teacher candidates participate in at least two placements while fulfilling their field experience and student teaching requirements. Each student teacher plans, under the supervision of university faculty and cooperating teacher, a two-week "takeover" of the class. Student teaching is paired with a professional seminar. PACT is also required. For interns, supervised field experience is still required as well as course work as in traditional program

**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The teacher education programs provide candidates with opportunities to learn ways in handling many different situations. Azusa Pacific University, located in Los Angeles County in Southern California provides many practical opportunities for our candidates to experience urban schools, limited English proficient students, providing instruction to children from low income families and children with a variety of disabilities. Situations the candidates may encounter are discussed in coursework and clinical practice offers practical experience.
Biola University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Each campus has an Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies.</p> <p>Many of the course instructors are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences.</p> <p>All credential candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning.</p> <p>Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing</p>

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	No	
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. Courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. □ All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings, as well as legal mandates regarding English learners. TED 407 has been moved to the pre-requisite category. This change is in direct response to the data that revealed a need to provide a strong foundation for embedding pedagogy with strategies for differentiated instruction for English Learners, at-risk students, and students with special needs. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies.
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes	



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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All programs include a core set of prerequisite courses that emphasize students who are English learners, students with disabilities and students from the rural and urban areas in our county. Fieldwork and student teaching is associated with every semester of the credential program including prerequisite semester. Fieldwork and student teaching competencies are integrated with coursework throughout the programs. Academic language and universal design are emphasized in lesson planning for all programs and candidates are expected to implement the principles in their planning.

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California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The CSU, Chico Special Education Advisory Board meets bi-annually to discuss the specific regional hiring needs and of the local educational agencies. Board members include all regional LEAs, regional special education teachers, and special education program faculty.</p> <p>An Advisory Board Needs-Assessment to determine regional hiring and instructional needs in the area of special education is conducted annually. The structure and design of the program reflects the unique rural needs of a region that covers 12 counties.</p> <p>To serve the needs of teacher candidates who often working in rural, isolated regions, courses have been developed to include a balance of on-line and face-to-face classes. Understanding that rural regions are also areas of high poverty and have limited resources, teacher candidates are provided with instructional strategies and curriculum which addresses these unique needs.</p> <p>All special education course content is rooted in current evidence-based practice. The CSU, Chico programs for specialist preparation are rooted in the beliefs that all children can benefit from effective teaching, that all educators need preparation for diverse groups, and that collaboration among disciplines and between universities and public schools is essential to producing reflective, responsive educators.</p> <p>All candidates must pass a state subject matter competency test before entering the program. Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.</p> <p>Candidates demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>•develop clearly-stated lesson plans</li> </ul>

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes	Yes	CSUDH maintains close partnerships with local districts and schools. Members of our Advisory Council give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in the General Education programs emphasizes strategies for teaching children with special needs, children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by Field Supervisors who guide their observations and instruction along these lines.
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.  The most successful strategies we employ in meeting the assurances is to stay well-connected to our school partners through district partnership programs in high-need districts and by holding regular meetings with our advisory councils which consist of members from school, community, and university partners.
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Enrolling students in cohorts and placing them in <input type="checkbox"/> "Partner Schools" for coursework and field experience.

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California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have close partnerships with our local educational agencies (LEA), helping us to identify how we can best prepare our prospective teachers to meet student needs. In addition, an advisory board consisting of LEA representatives meets each semester to discuss needs and provide input into our program. The CSU also conducts year-out surveys with the employers of our credential graduates to provide our program with how well we are meeting instructional needs and decisions. Our partnerships, collaborations, and data demonstrate that our general education candidates are well or adequately prepared to provide instruction to children with disabilities, limited English proficient students, and to children from low-income families. Strategies that ensure this include offering specific courses in diversity and methods for teaching English learners, tying fieldwork experiences and assignments directly to meeting the needs of English language learners and students with special needs, requiring students to pass the California Teaching Performance Assessment (TPA), and providing collaborative work opportunities among interdisciplinary groups of faculty.
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	Yes	CSU Long Beach basic credential programs have specific courses dedicated to providing coursework and fieldwork experiences for general education teacher candidates and special education teacher candidates to prepare them to work with special learning needs students, English learners, children from low income families, and children in urban settings. In addition, teaching methods courses address these four important areas of teacher preparation as they pertain to the specific content of the course. Early fieldwork and the culminating field experience (student teaching) provide over 400 hours of authentic classroom experience that supports and reinforces what candidates learn in program courses.

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The Charter College of Education (CCOE) at California State University, Los Angeles (CSULA) is committed to producing educators with the knowledge, skills, and disposition necessary to facilitate the closing of a persistent achievement gap in urban schools. The Core Values of the CCOE are illustrated in its Conceptual Framework and are integral parts of the coursework in the credential programs. Specific attention is given to educational equity, professionalism, collaboration, and reflective practice. Credential programs provide a sequence of coursework and supervised clinical fieldwork experiences that particularly prepares teacher candidates to work with students from low-income families, students who are English Language (EL) learners, and students with disabilities. All general education candidates complete a course specifically addressing the needs of students with disabilities. All special education candidates complete general education methodology coursework and supervised clinical experiences with students with and without disabilities. Candidates from both general and special education in the intern (alternative) program receive additional support in the form of on-campus seminars, quarterly meetings, and school-site
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Compliance with the above assurances is met by State and National accreditations.
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All teacher preparation programs at CSUN are designed to meet state standards.

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California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The needs of local educational agencies and schools (in particular, urban schools serving low-income, culturally and linguistically diverse students) are identified and communicated to Sacramento State, College of Education through regular meetings of the Capital Region Teacher Preparation Network, which is a formally sanctioned collaborative organization governed by a signed Memorandum of Understanding. Participating Network members include all area school districts, county offices and universities; we all agree to: share Network activities, staff development, and learning throughout local programs; share program information such as written criteria, roles and responsibilities, selection process, etc. to assure alignment; share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for the preliminary and professional credentials; examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher professional growth and development; participate in mutual program evaluation and sharing of data to provide for continuous program improvement and enhancement and share program information in order to develop a clear understanding of each agency's program and client expectation. <input type="checkbox"/></p> <p><input type="checkbox"/> In order to meet other assurances listed above, all special education credential students</p>

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework (i.e., Family, Culture & School). <input type="checkbox"/> CSUSB's successful strategies in meeting these assurances include: supervision experiences (including guidance and feedback); and, the Teaching Performance Assessment (TPA) which requires adaptation of instruction for special education students and English Language Learner students.
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes.
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Collaboration with school districts to address specific needs in their districts; input from advisory committee; feedback from employer and graduate surveys.

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CalState TEACH	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>To ensure that CalState TEACH prepares teachers to meet the needs of local educational agencies and school partners the program consults with its stakeholders at its advisory board meetings, attends monthly meetings at regionally specific County Offices of Education, participates in Beginning Teacher Support and Assessment (Induction)/IHE Collaborative by region, and consults regularly with the Directors and Assistant Superintendents of Human Resources. These collaborations ensure that the program is aware of local staffing trends, curriculum initiatives, and other needs of the schools.</p> <p>CalState TEACH provides a standards based teacher preparation program utilizing as its frameworks the California Standards for the Teaching Profession, the California Academic Content Standards, and the California Curriculum Frameworks. Candidates study specific modules on content pedagogy, use an academic content standards based lesson and unit planner, and demonstrate their teaching proficiency in the eight content areas of the elementary curriculum in supervised clinical practice and the four core content areas in the California Teacher Performance Assessment.</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching</p>
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not Applicable.



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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The CGU TEIP has been preparing teachers to work with low-income, diverse populations, including English Learners, since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each students' life.</p> <p>Students complete a modified ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. Students are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs.</p>
Concordia Univ	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

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Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our peer institutions, these data have confirmed that we are doing a good job in preparing candidates to work with students of diverse family backgrounds both sociologically and economically including ESL
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Fortune School of Education provides an intense 160 hour Pre-Service Program prior to candidates being eligible for the district intern credential. This Pre-Service is designed to prepare teachers for assignments in hard-to-staff schools. The majority of the school districts and charter schools where our interns are hired are considered high-poverty, high-minority schools. As a part of our school vision, we are training our candidates to meet the challenges of urban schools and developing students to their fullest potential. We begin this professional development in our Pre-Service program with courses in classroom management, teaching special populations of students, reading instruction, and teaching English language learners. These topics are continued throughout the teacher education program along with effective curriculum and instruction training appropriate for new teachers.

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Three Exemplary strategies:</p> <p>Local educational agency personnel participate annually in Fresno Pacific University's teacher candidates' Exit Interviews in order to assess the quality of preparation these candidates have received at FPU. Following the Exit Interviews, these personnel participate in an evaluation of the program with respect to the needs of local schools. The Teacher Education program, which prepares general education teachers, has developed courses in reading methods, math methods, and teaching English Learner, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In addition, all candidates take the same course which addresses the needs of students with disabilities. Moreover, the university supports a strong articulation agreement between both divisions, thus allowing many students to complete both the general and special education credentials concurrently. In so doing, the university has developed a shared vision that all graduates will be prepared to work effectively with all students. The teacher education program is committed to preparing candidates to teach effectively in low-income schools, in both rural and urban areas. To this end, all students are required to complete field-based assignments such as the "School and</p>
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. On site, similarly credentialed and trained Mentors provide day to day supervision for Education Specialist teachers.</li> <li>2. Daily one hour long morning meetings at which all faculty, including Interns, meet to discuss teaching issues.</li> <li>3. Each Intern must pass a Teaching Performance Assessment to graduate from the Teacher Preparation (Intern Program) and gain a preliminary CA credential.</li> <li>4. Veteran teachers share best practices.</li> <li>5. Video tape analysis of teaching with cohorts, instructors, and mentors.</li> </ol>

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>*Our programs are accredited by the California Commission on Teacher Credentialing. We address specific program requirements in all the above areas. We provide extensive documentation and evidence for meeting the above assurances.</p> <p>*Community Advisory Council meets regular times twice a year</p> <p>*Credential Programs administer a Survey Monkey to Graduates, Employers, Supervisors, and Instructors once a year</p> <p>*Regular Intern Seminars are held. Supervisors are in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty supervise in the field and are well acquainted with challenges in the field.</p> <p>*Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs.</p> <p>*Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction</p> <p>*There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and fieldwork are included.</p> <p>*Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.</p>

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Graduates of the credential programs are trained to meet the needs of the local region and the state of California. Candidates receive extensive training in teaching the state adopted curriculum, the assessment system and overall issues related to student academic achievement. Training is designed to enable candidates to: know and understand the subjects of the curriculum at grade level(s); organize and manage a class or a group of pupils for instructional activities; organize and manage student behavior and discipline satisfactorily; prepare lesson plans and make prior arrangements for class activities; use an effective mix of teaching strategies and instructional activities; meet the instructional needs of students who are English language learners; meet the instructional needs of students from diverse cultural backgrounds; meet the instructional needs of students with special learning needs; communicate effectively with the parents or guardians of students; maintain positive rapport and foster students' motivation and excitement; think about problems that occur in teaching and try out various solutions; understand child development, human learning and the purposes of schools; understand how personal, family and community conditions may affect learning; learn about students' interests and motivations, and how to teach accordingly; get students involved in engaging activities and to sustain on-task behavior; use computer-based applications to help students learn curriculum subjects; use computer-based technology in class activities and to keep class records; monitor student progress by using formal and informal assessment methods; assess pupil progress by analyzing a variety of evidence including test scores; assist
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Strong partnerships and input from school districts concerning student population, families, and teacher needs is a planning component of our program. Specific course work addresses these needs.

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
John F. Kennedy University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	JFKU has worked with Superintendents of rural and urban districts in identifying their needs and matching needs with our candidates. Several superintendents have taught key courses here and can speak to our candidates with experience in diversity, and real life experiences working with low-income or disadvantaged youth. We attempt to match our students with needs for teachers that districts contact us about , especially interns. Since 1989, JFKU has earned a reputation for providing high quality holistically oriented teacher/leadership preparation programs . Our student teachers have experience in two different school setting, over three 11 week quarters. Human Resource Directors are invited in to help candidates in the interviewing experience as part of our teaching seminars. Our English Learners are taught by a leader in that field.
La Sierra University	Yes	Yes	Not applicable	No	Yes	Yes	Yes	
Los Angeles Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Candidates receive training in the above through coursework, field experiences and clinical practice.

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	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook to ensure that they understand not only the State standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education also take select courses from our General Education program, and we recently received a College grant to augment our General Education coursework to include additional focus on children with disabilities. Due to the requirements of our SB2042 program, we offer training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles.
National Hispanic University	Yes	Yes	Yes	Yes	Yes	No	No	Integrating information on, and strategies for teaching and assessing, English language learners throughout many courses.

**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	
Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	In July 2008, we implemented the Teacher Performance Assessment (TPA) for all candidates in the Teacher Education credentialing programs. All the Tasks involve reacting to given written scenarios describing a particular set of students (diverse, challenged, or English language learners). TPA Task 1 Content Specific: the candidates must identify subject-specific instruction and assessment plans, and then differentiate instruction for these students. TPA Task 2 Designing Instruction: the candidates must write to a five-step set of prompts, which requires them to identify students' characteristics and learning needs; then designs appropriate instruction. TPA Task 3: the candidate must use a specific standards-based lesson of the candidate's choice, then demonstrate the ability to design appropriate standards-based student assessment activities in the context of a small group of students. TPA Task 4: working within an actual K12 classroom, the candidate designs a standards-based lesson for a class of students, then teaches the lesson to these students; the assessment is video taped and measured on whether the candidate makes appropriate use of class time and instructional resources, meets the differing needs of individual students, manage instruction and interactions and assesses student learning, and, following the lesson, the candidate demonstrates the ability to analyze strengths and weaknesses of the lesson. TPA Task 1 must be passed during the foundations courses; TPA Task 2 and 3
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Working closely with schools. Specific special education course in general education programs. Methods course in Special education program. EDU 4107 Teaching English language learners in both programs



**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Oakland Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes	As a District Internship Program, OPTP is positioned to provide coordinated support and create a learning experience infused with both theory and practice. This ensures new special education teachers are well-supported, prepared, and can apply knowledge and skills in a range of classroom settings and through various delivery models. Participants attend OPTP Seminars at an OUSD school site and are taught by expert K-12 practitioners who have extensive knowledge of special education and documented success teaching in high-need schools in the district. The OPTP curricula specifically tailored to meet the needs of novice special education teachers in high-need schools. The curriculum addresses how to tackle a variety of content areas. Seminar Leaders are specifically trained to make content applicable to the new teacher experience in Oakland. The program works to carefully match participants with a Field Supervisor, Seminar Leader, and other staff so that they are surrounded by a support network within OUSD. Participants receive coordinated support from at least includes two seminar leaders, a Field Supervisor, and a District Program Specialist in the Special Education Department. In addition, special education interns have a network of special education teachers that program structures promote and foster. These structures mean participants are supported by a minimum of four effective practitioners who offer ongoing, structured support as a community of special education teachers and
Orange County Office of Education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The most successful strategies include the fact that the instructors are practitioners who present evidenced-based research of best practice that is applicable in current classrooms. The interns have the opportunity to apply the coursework in their own teaching situations. Reflection is made on the application of coursework in their teaching situation, with their instructor, members of the cohort, practicum supervisors and advisors.

**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Our program currently contracts with approximately 25 local school districts. Within these districts, we have identified a number of schools that we have deemed as being sound philosophical matches, with varying demographics, in which our students can complete their fieldwork. Students are required to complete their four fieldwork placements in schools that meet the following criteria: public school settings (three placements must be in public schools) schools that serve English Learners (at least one placement), students with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement), Title I schools, etc...
Patten University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Recruitment and acceptance of diverse candidates committed to teach in their local schools.
Pepperdine University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Our faculty representative learns about the needs of Local Education Agencies through the LA Regional network meetings. As a result, interns receive information about response to intervention, professional learning communities, and Beginning Teacher Support and Assessment/Induction in their final term of student teaching. The assurances listed above are met through all of the coursework students are required to complete.

**Appendix B-2: Institutional and Program Report Card - Section II: Assurances**

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Inclusion of LEAs</p> <p>During the 2009-2010, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's four teaching locations, members of the Advisory Council are members of LEAs. These stakeholders provided specific input regarding program need, context for instruction and proposed effective program design to best serve self identified needs.</p> <p>Providing General Education Teachers with Training to Service (SWD)</p> <p>In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education.</p>
San Diego City Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Interns are placed in separate cohorts in credential programs to share their knowledge and experience in working with special needs, low income and LEP students. Most interns are employed teachers in urban schools with high needs students. Several faculty in general education and special education co-teach courses to share and build upon their knowledge about teaching special needs and limited English proficient students.</p> <p>Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low income students.</p> <p>Faculty in all departments undertake research (funded and unfunded), community-based training or dissemination projects and/or participate on advisory boards in the largest local urban school districts; the districts' needs are well-known and faculty infuse them into credential candidate curricula.</p>
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Santa Clara University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. Secondary/Single Subject: The program has close ties with local and state agencies where graduates are likely to be hired. Forty-five hours of experience in an educational setting is an admissions requirement and students are placed in local classrooms for observation and student teaching experiences. A Community Advisory Board is comprised of teachers and administrators who advise our program on needs from the school sites which is fed back to instructors who adjust their curricula to meet the needs of the site and to help inform candidates of the need

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement.</p> <p>Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.</p>
Stanislaus County Office of Education	Yes	Yes	Yes	No	No	No	No	<p>Network regularly with school district human resource directors <input type="checkbox"/></p> <p>Provide training for peer coaches to mentor interns <input type="checkbox"/></p> <p>Provide 160 hours of pre-service training to intern teachers prior to teaching <input type="checkbox"/></p> <p>Prepare intern teachers through coursework and practicum supervision to address core content standards</p>

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Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands</p>

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
University of California, Irvine	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>1. Training Related to District/School Needs</p> <p>We work closely with our local and regional school districts to assure that our teacher preparation programs are responding to their needs in terms of state standards, curriculum and student achievement goals. We have established an Advisory Council for our intern and student teaching programs that includes our school district partners who are district and school site administrators with responsibilities for certificated personnel, student teacher placement and professional development, as well as teacher association and community representatives. We meet regularly with this Council to ask for their input, to plan programs of mutual benefit, and for program improvement purposes. We also survey our alumni and their employers to assess candidate competence and program effectiveness and analyze and use data for ongoing program improvement.</p> <p>2. Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/348 Theory and Methods of Instruction of Special Populations in the General</p>
University of California, Los Angeles	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	



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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All UCR teacher education candidates are required to complete coursework that covers multicultural education, language development and acquisition, and teaching the exceptional child. Our candidates complete observation and teaching practicum experiences in public schools that have students from diverse backgrounds that include low socio-economic families, second language learners, English language learners, and those with special needs. School site data is reviewed each year and administrators provide the School Accountability Report Cards as part of our review of local education agency trends. The program also utilizes aggregations of district administrators and teachers, and University personnel who engage in shared planning and decision-making regarding the program.
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates.

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Institution								Describe your institution's most successful strategies in meeting the assurances listed above.
University of Phoenix	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>University of Phoenix's College of Education implements strategies at the program level, as well as at the course level, to successfully meet the assurances listed above. The College builds its programs on research conducted by its Academic Affairs staff and by campuses concerning state and national standards, current policies, and national/state/local trends, issues, and needs. College Academic Affairs staff are in continuous communication with state education officials, campus administrators, and faculty members to address the implications of policies, trends, and issues for new programs, or for revision of programs and courses.</p> <p>The College believes that it has professional accountability to its candidates and to the students whose lives they impact. Candidates learn from experienced practitioners who are knowledgeable about research, issues, and best practices in the field. In addition, the College is committed to preparing teachers for a diverse community of students. Candidates are supported in designing, implementing, and reflecting on effective instruction for all students.</p> <p>The College offers dedicated courses that address diverse learners, and threads instruction of diverse learners throughout its courses in content, assignments, and field experiences. In field experiences and in student teaching, selecting and teaching in varied demographic settings is emphasized.</p>
University of Redlands	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Our SB2042 program integrates the above assurances throughout all courses.
University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have diversified our pool of university supervisors for candidates' field experiences. In order to attain any credential, all candidates are required to demonstrate competence in teaching limited English speaking and special needs students.

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University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Our program has always worked closely with local school districts to establish a rapport by discussing the needs for appropriate special education teachers in various types of classes and grade levels. When we recruit new candidates, we learn about their backgrounds, prior experiences, and preferences for grade levels and types and levels of disabilities they wish to teach. We then try to match candidates with the most appropriate jobs. When interns are not meeting the expectations of the job, we provide extra support through supervision and one-on-one instruction in the schools or help move the interns to more appropriate positions.</p> <p>We provide over 162 hours of preservice training in the summer before interns take their first positions which includes subject matter instruction in reading, math, and science. Included in this is over 40 hours of instruction on working with English Language Learners. In addition they learn classroom management strategies, assessment techniques for identifying special needs learners, how to manage special education case loads, how to collaborate with peers, and how to manage paraprofessionals.</p> <p>We also train our candidates to work in all grade levels, K-12, to apply grade level core content that meets state standards while using developmentally appropriate teaching methods, differentiated instruction, accommodations, and modifications as</p>
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings. Field experiences prior to student teaching give first-hand experiences in classrooms and opportunities to experience the curriculum. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom.</p>

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Whittier College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Whittier College teacher candidates must complete coursework that is integrated with fieldwork experiences which address the above assurances and meet program standards identified by the California Commission on Teacher Credentialing. Some of our most successful strategies include:</p> <p>Whittier College teacher credentialing programs use local school districts and communities in the East Los Angeles County region for fieldwork placements. These communities are culturally and linguistically diverse giving our candidates multiple opportunities to connect theory and practice. One definite strength of our program is having situated learning settings in communities that are ethnically, socio-economically, and linguistically diverse.</p> <p>A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment. Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools.</p>
William Jessup University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

**Appendix B-2: Institutional and Program Report Card - Section IV: Low-Performing**

<b>Institution</b>	<b>Is your teacher preparation program currently approved or accredited?</b>	<b>Accredited?</b>	<b>Accredited by state?</b>	<b>Accredited by NCATE?</b>	<b>Accredited by TEAC?</b>	<b>Accredited by other?</b>	<b>Other Accreditation agency</b>	<b>Is your teacher preparation program currently under a designation as "low-performing" by the state?</b>
Alliant International University	Yes	Yes	Yes			Yes	WASC	No
Antioch University Santa Barbara	Yes	Yes	Yes			Yes	WASC	No
Azusa Pacific University	Yes	Yes	Yes	Yes				No
Biola University	Yes	Yes	Yes			Yes	Association of Christian Schools International	No
Brandman University	Yes	Yes	Yes					No
California Baptist University	No	Yes	Yes					No
California Lutheran University	Yes	Yes	Yes	Yes		Yes	WASC	No
California State Polytechnic University, Pomona	Yes	Yes	Yes					No
California State University, Bakersfield	Yes	Yes	Yes	Yes				No
California State University, Channel Islands	Yes	Yes	Yes					No
California State University, Chico	Yes	Yes	Yes	Yes				No
California State University, Dominguez Hills	Yes	Yes	Yes	Yes				No
California State University, East Bay	Yes	Yes	Yes	Yes				No
California State University, Fresno	Yes	Yes		Yes				No
California State University, Fullerton	Yes	Yes	Yes	Yes				No
California State University, Long Beach	Yes	Yes	Yes	Yes				No
California State University, Los Angeles	Yes	Yes	Yes	Yes				No
California State University, Monterey Bay	Yes	Yes	Yes	Yes				No
California State University, Northridge	Yes	Yes	Yes	Yes				No
California State University, Sacramento	Yes	Yes	Yes					No
California State University, San Bernardino	Yes	Yes	Yes	Yes				No
California State University, San Marcos	Yes	Yes	Yes	Yes				No
California State University, Stanislaus	Yes	Yes	Yes	Yes				No
CalState TEACH	Yes	Yes	Yes					No
Chapman University	Yes	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes	Yes					No
Concordia University	Yes	Yes	Yes					No
Dominican University of California	Yes	Yes	Yes					No

**Appendix B-2: Institutional and Program Report Card - Section IV: Low-Performing**

<b>Institution</b>	<b>Is your teacher preparation program currently approved or accredited?</b>	<b>Accredited?</b>	<b>Accredited by state?</b>	<b>Accredited by NCATE?</b>	<b>Accredited by TEAC?</b>	<b>Accredited by other?</b>	<b>Other Accreditation agency</b>	<b>Is your teacher preparation program currently under a designation as "low-performing" by the state?</b>
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
Fresno Pacific University	Yes	Yes	Yes			Yes	Western Association of Schools and Colleges	No
High Tech High Communities	Yes	Yes	Yes					No
Holy Names University	Yes	Yes	Yes					No
Humboldt State University	Yes	Yes	Yes					No
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes					No
John F. Kennedy University	Yes	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
La Sierra University	Yes	Yes	Yes			Yes	WASC	No
Los Angeles Unified School District	Yes	Yes	Yes					No
Loyola Marymount University	Yes	Yes	Yes	Yes				No
Mount St. Mary's College	Yes	Yes	Yes			Yes	WASC	No
National Hispanic University	No	Yes	Yes			Yes	CCTC & WASC	No
National University	Yes	Yes	Yes			Yes	WASC	No
Notre Dame de Namur University	Yes	Yes	Yes			Yes	WASC	No
Oakland Unified School District	Yes	Yes	Yes					No
Orange County Office of Education	Yes	Yes	Yes					No
Pacific Oaks College	Yes	Yes	Yes					No
Patten University	Yes	Yes	Yes			Yes	CTC and WASC	No
Pepperdine University	Yes	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes					No
San Diego City Unified School District	Yes	Yes	Yes					No
San Diego State University	Yes	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes		Yes		Yes	WASC	No
San Jose State University	Yes	Yes	Yes	Yes				No
Santa Clara University	Yes	Yes				Yes	WASC	No
Sonoma State University	Yes	Yes		Yes				No
St. Mary's College of California	Yes	Yes	Yes			Yes	WASC	No

**Appendix B-2: Institutional and Program Report Card - Section IV: Low-Performing**

<b>Institution</b>	<b>Is your teacher preparation program currently approved or accredited?</b>	<b>Accredited?</b>	<b>Accredited by state?</b>	<b>Accredited by NCATE?</b>	<b>Accredited by TEAC?</b>	<b>Accredited by other?</b>	<b>Other Accreditation agency</b>	<b>Is your teacher preparation program currently under a designation as "low-performing" by the state?</b>
Stanislaus County Office of Education	No	Yes	Yes					No
Touro University	Yes	Yes	Yes					No
University of California, Irvine	Yes	Yes	Yes			Yes	WASC	No
University of California, Los Angeles	Yes	Yes	Yes					No
University of California, Riverside	Yes	Yes	Yes					No
University of California, San Diego	Yes	Yes	Yes					No
University of LaVerne	Yes	Yes	Yes					No
University of Phoenix	Yes	Yes		Yes				No
University of Redlands	Yes	Yes	Yes					No
University of San Diego	Yes	Yes		Yes				No
University of San Francisco	Yes	Yes	Yes					No
University of the Pacific	Yes	Yes	Yes	Yes				No
Whittier College	Yes	Yes	Yes					No
William Jessup University	Yes	Yes	Yes			Yes	WASC	No

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Alliant International University	Yes	Yes	Yes	Yes	Each Teacher education candidate is required to take a course on Technology in the Classroom before recommendation for a credential from Alliant. The Technology curriculum has been designed to work in tandem with other courses in the Teacher Education Program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. To assure understanding and the ability to integrate technology, candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. Candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	A 3-unit course, "Education Technology for Universal Design" is offered and required during the winter quarter. Antioch maintains both "First Class" and "Sakai". Both these support off-site learning and research. Sakai is supported by a staff position. Library and reference librarian services are available to support students' research and resource needs.
Azusa Pacific University	Yes	Yes	Yes	Yes	Every class we offer has technology standards and technology elements fully integrated with signature assignments that address the California technology standards. Every syllabus reflects the technology signature assignments. All technology signature assignments are submitted online to TaskStream, and assessors are trained to score them.
Biola University	Yes	Yes	Yes	Yes	Teacher candidates are expected to use the internet as a resource, include video clips, and/or a PowerPoint when teaching field placement lessons, and become proficient on the ELMO digital projector or overhead projector. Teacher candidates prepare a thematic unit that includes PowerPoint, desktop publishing and web hosting. Guest speakers introduce teacher candidates to the assistive technologies available to special needs students or physically handicapped students; information presented is then followed up by a video presentation. Teacher candidates are introduced to assistive technologies available for special needs students, mentally challenged students, or physically handicapped students and have the opportunity for hands-on experience with these technologies. Teacher candidates are introduced to online grading systems used by school districts in the surrounding area and the skills necessary for analyzing student assessment data. Teacher candidates gather information from state and district web sites to discover trends in standardized test results, SES, language abilities, community demographics and educational background of parents. This data provides the basis for candidates to make recommendations to improve teaching and learning. Teacher candidates practice various ways



**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Brandman University	Yes	Yes	Yes	Yes	Candidates in the credential programs must take EDUU 551-Educational Applications of Computers. In this course candidates learn how to use technology to utilize interactive tools such as wikis, blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. Technology is also integrated into each of the core content courses of the credential programs.

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Baptist University	Yes	Yes	Yes	Yes	<p>Integrating Technology:</p> <p>Candidates are introduced to a variety of hardware and software technologies, all with the educational focus on classroom integration:</p> <ul style="list-style-type: none"> <li>• Input devices (i.e., mouse, keyboard, graphic tablets)</li> <li>• Processing devices (i.e., system unit, CPU, memory devices)</li> <li>• Output devices (i.e., monitor, printer, speakers, projection devices)</li> <li>• Storage devices (i.e., hard drives, optical drives)</li> <li>• Mass storage devices</li> <li>• Display devices</li> <li>• Digital cameras</li> <li>• Digital video cameras</li> <li>• Visual presenters (document cameras)</li> <li>• Smart classrooms</li> <li>• Operating system software (i.e., Windows, Mac OS, Linux)</li> <li>• Applications software (i.e., word processing, spreadsheets, database management, presentation software)</li> <li>• Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.)</li> <li>• Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.)</li> <li>• Types of educational software (i.e., drill and practice, tutorials, problem-solving software, simulations, microcomputer-based laboratories, multimedia applications, educational games)</li> <li>• Basic troubleshooting techniques</li> <li>• Various technology-related ethical issues (Privacy Invasion, Computing Inequities, Information Overload, Security: Hacking and Cracking, Computer Viruses, Student Internet Safety Issues, Netiquette Issues, Plagiarism &amp; Copyright Issues)</li> <li>• Internet research skills (application of search engines, subject directories, meta search engines and Boolean logic)</li> <li>• Various technology tools (Web 2.0 applications, assistive technology, smart classrooms, collaboration tools)</li> <li>• Technology integration tools (lesson design, best practices, appropriate technology use, integration models)</li> </ul> <p>Collecting, Managing, &amp; Analyzing Data:</p> <p>Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. Candidates are instructed in the use of computer applications such as spreadsheets and databases for the following tasks:</p>

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Lutheran University	Yes	Yes	Yes	Yes	<p>The use of technology as a teaching and as a management tool is integrated throughout the multiple and single subject coursework. Within the past few years, the majority of our candidates come to the program equipped with knowledge and ability to word process and use productivity tools such as Word, Excel, and PowerPoint. Candidates are required to upload all of their course assignments an electronic portfolio system which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills.</p> <p>In the Spring of 2009, the School of Education transitioned to TaskStream. This decision was made to improve our data collection and analysis capabilities. The transition to move all signature assignments for candidates in the Department of Teacher Education as well as all other programs occurred during 2009.</p> <p>During the orientation to methods block coursework, multiple and single subject candidates receive information as to the uploading of their assignments to TaskStream. In order to do so, all candidates must be at the basic level of computer literacy and know how to:</p> <ul style="list-style-type: none"> <li>• Operate a computer</li> <li>• Find and use software applications such as Word</li> <li>• Access the Internet</li> <li>• Utilize email</li> </ul> <p>Students who do not meet the basic level of proficiency in these areas are referred to courses provided by ISS, the Information Systems Services Department or are required to complete the EDTP 563 Microcomputers in Education course.</p> <p>In the EDSP 521 Literacy and Language in Diverse Classrooms course, candidates research various Internet sites as possible resources for technology-related materials, such as those available on the site established by the</p>

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	<p>A prerequisite course in education technology prepares candidates with a common set of knowledge and skills to integrate the use of technology into teaching and learning. The course is designed to meet the ISTE standards in education technology with additional experiences in common tools used in the program. These tools include the use of Task Stream, the candidate and program assessment software, SMARTboards, videoconferencing tools including Skype, internet-based resources, as well as other teaching-specific tools found in our local school districts. All professional program courses have technology embedded into the teaching of core concepts. Technology is also used to manage instruction with teacher candidates and to provide experiences within courses on effective teaching and learning in online environments. Blackboard course management software is commonly used in local school districts as well as being the platform of choice in the university. The key to its use is both learning to use the tool--- and using the tool to learn.</p> <p>Credential programs are exploring better ways to use EdResults, a database that focuses on achievement data from local schools. Candidates look at aggregated student learning data, comparing low performing schools in the region, and map school profiles as methods to learn about improving school and student performance.</p>
California State University, Bakersfield	Yes	Yes	Yes	Yes	<p>Students and instructor use LiveText as a tool to improve teaching and learning through ongoing assessment. This tool allows assignment submission, comments from instructors for revisions, and data management. Instructors and programs use the data on student learning outcomes collected through the tool for reviewing and assessing teaching and learning.</p> <p>Additionally, technology is integrated throughout the programs. Students use online discussions, reserach databases, video cameras for lesson recording and analysis, podcasts and vidcasts, presentation software, and more. Their assignments often require the incorporation of technologies ranging from WebQuests to podcasting.</p>

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Channel Islands	No	Yes	Yes	Yes	Faculty members model teaching with technology through the use of Blackboard (a course management system that requires students to post discussions and papers electronically), electronic whiteboards, and laptops on a cart. Each program has set goals for improving the technological competence of candidates. Teaching and learning with technology is incorporated throughout each program, however, the opportunities to practice in local schools varies greatly across the school districts with many low tech and some high tech. Our candidates complete a teacher performance assessment through which candidates must collect data, manage and analyze data about their teaching and use the data reflect on the improvements that are needed to improve their teaching and the learning of the students in the class. The teacher performance lesson plans, videotape of lessons, data analysis, and reflections are all deposited electronically. We also rely on our school partners to prepare teachers to manage data (classroom data) via the specific data management systems that they have in place. Universal design is implemented in the lesson planning process and all programs incorporate the principles of universal design in lesson planning and instruction. We have not evaluated the effectiveness of teaching with technology. We will
California State University, Chico	Yes	Yes	Yes	Yes	Candidates develop their understanding of and abilities to apply technology and supplementary aids in instructional design for individuals with disabilities. Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies; the enhancement of critical thinking and problem solving skills; and assistive technology to meet the needs of students with disabilities. Technology for professional development is also emphasized. Universal Design for Learning (UDL) incorporates collaboration, technology, and dissemination of content and process. Our candidates are prepared to apply the principles of UDL that includes accessibility-related issues that interfere with student success. New and more accessible technologies and accommodations are presented in course content to assist all types of learning styles. Many university course websites are now developed with universal design elements embedded into the syllabus and course content.

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	<p>Candidates are required to meet basic requirements for technology proficiency through coursework including TED 420 Computer Literacy for Teachers, TED 411 Classroom Management, and TED 400 Introduction to Classroom Teaching (Level I competencies). In their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performance on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons. Candidates examine samples of district and school-level achievement data and incorporate these into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction.</p> <p>Candidates are also using complex technology as they complete their coursework. Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students in dialogue. The program has also adopted TaskStream, and online system that allows candidates to create and submit assignments as part of the Performance Assessment for CA Teachers (PACT).</p> <p><del>Regarding LIDI, all methods courses in each program follow similar templates for lesson planning, and these</del></p>
California State University, East Bay	Yes	Yes	Yes	Yes	<p>All candidates are required to complete a course in the use of technology in the classroom. Additionally, there is a state-mandated teaching performance assessment (TPA) which is integrated throughout the candidate's curricular program to assess the level that a candidate meets specific California teaching standards. The TPAs are submitted and monitored through the use of an online web portal for which all teaching credential candidates must hold a current subscription. All training and applicable materials are provided through the department.</p>
California State University, Fresno	Yes	Yes	Yes	Yes	<p>Teachers are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers.</p> <p>As part of the CSU's Center for Teacher Quality, data is annually gathered by surveying graduates and their employers one year after completion. These data are reviewed by faculty and used to make continual improvements in programs.</p>

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Fullerton	Yes	Yes	Yes	Yes	<p>All programs integrate at least the following: (a) Powerpoint for instructor and student presentations; (b) Word for instructor and student documents; (c) Blackboard for all electronic communication and collaboration between the instructor and students; (d) Internet search and retrieval for research; (e) electronic citation machines; (f) electronic gradebook for assessment and assignments management; and (g) web-based student handbooks and lesson plan.</p> <p>Department of Special Education</p> <p>In specific courses, students evaluate reading software (SPED 433: Language Arts/Reading Instruction in Public Schools), evaluate a piece of educational software and complete a website/software assignment where they examine modifications for English Learners and students with all types of disabilities (SPED 435: Mathematics Curriculum and Instruction in Elementary School), use a variety of interactive books and assistive technologies to teach emergent literacy to young children (SPED 436: Literacy for Early Childhood Special Education), use of specific websites for IEP development and objectives (SPED 482A and B: Curriculum and Methods for Individuals with Mild/Moderate and Moderate/Severe Disabilities), use of computer assisted scoring for standardized tests (SPED 520: Assessment in Special Education), and use a variety of assistive technologies to support students with disabilities (SPED 504: Advanced Proficiency in Educational Technologies).</p> <p>Department of Secondary Education</p> <p>Candidates participate in online chat and discussion in EDSC 440S (General Pedagogy of Secondary School</p>
California State University, Long Beach	Yes	Yes	Yes	Yes	

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Los Angeles	Yes	Yes	Yes	Yes	<p>The Charter College of Education (CCOE) asks that all candidates entering the general and special education credential programs verify a basic level of proficiency in technology. Once in the credential programs, candidates complete required coursework in the use of technology for educational purposes. Faculty model the use of technology for improving teaching and learning in their professional practices. In general education credential programs, all students are required to take and pass 4 different performance assessments, California Teaching Performance Assessments (TPAs) that measure the application of their knowledge. Passage rates of the California TPAs are reviewed and analyzed for purposes of program improvement. Task Stream is used by students and faculty to upload student work samples and to track student progress. Faculty also model the effective use of technology in online and hybrid course offerings, e.g., Skype, blogs, podcasts, online threaded discussions and chats, and other related technologies. Intern candidates receive additional support from on-site support providers while they are teachers of record in their classrooms.</p> <p>The California State University (CSU) Center for Teacher Quality (CTQ) assists each CSU campus, including CSULA to collect data from credential program completers and their principals about how well prepared they are.</p>
California State University, Monterey Bay	Yes	Yes	Yes	Yes	See comments from Traditional Report.
California State University, Northridge	Yes	Yes	Yes	Yes	<p>Faculty model the use of technology in every day instruction by using Moodle, Webct or Blackboard to post assignments, support structured on-line discussions, show videos, have live conferences through Elluminate and a variety of other applications. The university and the MDECOE have significantly increased the push toward using technology for instruction over the past five years. Most departments have “gone green” in that all syllabi, handouts or paperwork must be posted on line. Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology. Many courses are provided either entirely on line or in hybrid form. Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events.</p>



**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Sacramento	Yes	Yes	Yes	Yes	All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology in curriculum and instruction and to utilize it for purposes of data collection, management and analysis focused on improving teaching and learning. This is accomplished in our programs through a required technology course and infusion of the knowledge and skills required throughout methodology courses and student teaching. Our electronic portfolio tool, Taskstream, meets Universal Design guidelines, and UDL principles are taught and supported in other courses. Our belief is that technology should assist educators in “redesigning” their curriculum to meet student learning needs.
California State University, San Bernardino	Yes	Yes	Yes	Yes	All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.
California State University, San Marcos	Yes	Yes	Yes	Yes	All candidates complete a prerequisite course in technology and technology applications for public schools and classrooms. In addition, candidates work with whatever school-based systems are available during their clinical practice experiences.
California State University, Stanislaus	Yes	Yes	Yes	Yes	The program introduces candidates to current technology applications that address student learning. Candidates demonstrate understanding via projects and lessons in which technology promotes understanding of concepts. Various web-based and other technologies such as student response systems are used to collect data regarding teaching and learning. Principles of universal design are required in all lessons planned by our credential candidates. Candidates use Taskstream to manage data and progress, modeling how similar technology can be used in the K-12 environment.

Appendix B-2: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
CalState TEACH	Yes	Yes	Yes	Yes	<p>Technology Best Practice</p> <p>The online component of the CalStateTEACH curriculum develops the technological proficiency of candidates through a combination of face-to-face instruction, print and electronic instructional materials, practical applications, and extensive engagement with an online learning environment. Use of a wide variety of computer hardware and software is integral to the program and required for success.</p> <p>Interaction using email and collaborative tools including threaded discussions is fundamental within the CalStateTEACH program. Candidates are provided face-to-face training in these skills during a one-day orientation conducted prior to beginning the program. Proficiency is developed through the continued use of email for communication and collaboration with peers and faculty, and through electronic submission of assignments. Academic feedback is also provided electronically. In addition to email communication, candidates participate in structured and unstructured threaded-discussions throughout the course of the program. In total, candidates are required to participate actively in a minimum of 15 curriculum related discussions. In addition, the structure of the program requires that candidates become proficient with a variety of online tools to create lesson plans and instructional units, develop electronic portfolios, and compile and distribute shared curriculum resource collections.</p> <p>Each of the subject-specific all day seminars (language acquisition, reading, science, mathematics, visual and performing arts, and physical education) models the use of a variety of technologies for teaching and learning. <del>Presenters address the use of technology in subject-specific lessons and candidates learn the seminars with</del></p>
Chapman University	Yes	Yes	Yes	Yes	<p>The educational application of technology is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Educational Applications of Technology (EDUC 551). The course provides instruction of current technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations characterizing technology. Hardware and software and other technological tools will be evaluated as effective elements of instruction in a constructivist learning environment.</p>

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Claremont Graduate University	Yes	Yes	Yes	Yes	<p>Our candidates are prepared to integrate technology into their curricula and instruction in a variety of ways. All are introduced to the notion of utilizing technology in their lesson planning during the first phase of the program (i.e., the Pre-Internship Phase). For example, for the multiple subject and education specialist candidates in EDUC 343 the candidates are introduced to Kidspiration, ComicLife and iMovie and are asked to create standards-based curricular units that utilize these programs. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology.</p> <p>During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific e-programs for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary Classroom, EDUC 331: Innovative Technology for the Secondary Classroom, and EDUC 332: Innovative Technology for the Special Education Classroom] technology takes center stage. These classes address California's Level I technology standards in a time-efficient manner so that Level II standards can be explored.</p> <p>In these classes, all candidates complete four assignments-in-common: 1) Technology 101. This assignment/assessment involves having the candidates demonstrate in a time-efficient manner their understanding of the majority of Level I Technology Standards; 2) The Inventory Project. This assignment has the candidates research</p>
Concordia University	Yes	Yes	Yes	Yes	
Dominican University of California	Yes	Yes	Yes	Yes	<p>All four elements are in place. Technology is integrated into all of the Education classes, specifically with the Multiple and Single Subject credential programs. Students must take and pass a specific Technology course. That course requires learning and practice with specific programs that are used in K-12 Schools. Additionally, all of the Professional Education courses utilize technology and this is described in each course syllabus. Students must use databases for research, the electronic blackboard to communicate with instructors and classmates and students present their work electronically in classes. When candidates are formally assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement.</p>

**Appendix B-2: Institutional and Program Report Card - Section V: Technology**

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	ED 309: Technology in the Classroom (30hours) is a course that Single Subject interns take in Year 2, and Education Specialists take in Year 3. This course is an introduction to teaching using technology and the applications of technology which will assist in effective learning within the school environment. The interns will experience instructional applications on the computer and learn about a variety of educational software. In addition, we will introduce different uses for technology in our pedagogy for the Pre-Service classes this summer.
Fresno Pacific University	Yes	Yes	Yes	Yes	1. <input type="checkbox"/> The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644, Teaching with Technology. In this course candidates learn the basics of using technology; using technology to support instruction; integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners.
High Tech High Communities	Yes	Yes	Yes	Yes	The HTH Intern program requires candidates to attend and pass two technology courses during the two year program. Each Intern designs and manages a digital portfolio which can be viewed at <a href="http://hightechhigh.org">hightechhigh.org</a> . HTH uses Powerschool to collect and analyze student test scores, grades, pass rates. Universal Design is introduced and explored with Education Specialist and our general education teachers in each of the courses required. It is measured in the Teaching Performance Assessment.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Holy Names University	Yes	Yes	Yes	Yes	<p>In all coursework, instructors model the use of technology in curriculum and instructions. A variety of assignments are completed throughout the programs. Some examples are: In Curriculum and Instruction courses, such as EDUC 331 candidates learn to use spreadsheets as tools for teaching mathematical concepts such as probability and descriptive statistics. In EDUC 332, candidates learn to aggregate data from social studies investigations. In EDUC 333, candidates learn how to use spreadsheets to record and analyze data from experiments, and help their students to do the same. Candidates integrate computer technology in lesson plan design in EDUC 334. Computer-based strategies which enhance the writing process for students are introduced in EDUC 336.</p> <p>Productivity and presentation tools are used throughout the program. Internet resources are used to help develop and complete a project describing a culture other than the candidate's own culture in EDUC 103. In EDUC 332, candidates use appropriate websites in EDUC 102A for information for parents and educators who are involved with students with special needs.</p> <p>In relevant courses in the Programs, candidates access and evaluate software that promotes effective content acquisition by students. <del>For example, in EDUC 332, candidates evaluate the content of websites for use in their</del></p>
Humboldt State University	Yes	Yes	Yes	Yes	<p>Candidates in the credential program are assessed for entry level computer skills. Candidates are required to verify entry level skills by either passing a computer competency test or completing a computer course that includes basic computer skills.</p> <p>The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shutdown sequences, scanning for viruses, and formatting storage media); implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).</p> <p>Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe effective uses of technology. In collaboration with Humboldt County Office of Education, school sites are identified that have District Technology Plans.</p>

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Yes	Two technology courses are required in addition to instructors integrating technology throughout non-technology courses.
John F. Kennedy University	Yes	Yes	Yes	Yes	All of our credential candidates have to enroll in two one unit courses in technology taught by the Director of the Computer Lab at Diablo Valley College who has a doctorate. After an orientation by the instructor and the discussion of IZZIo as the platform, the course becomes on line. The first course is taken before Curriculum and Instruction courses which require some technical expertise. This course is entitled "Introduction to Computer -Based Technology in Education. The second course, which cannot be taken unless the student passes the first course, is entitled "Technology, Learning, and Social Issues and provides a higher level of technology which is needed for the more advanced Curriculum and Instruction courses. Almost every student has a laptop computer and also has availability of computers in an extensive computer laboratory on campus.
La Sierra University	Yes	Yes	Yes	Yes	In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment. Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory.
Los Angeles Unified School District	Yes	Yes	Yes	Yes	The District Intern Program prepares teachers to utilize technology effectively by integrating technology requirements within nearly every course throughout the program. Competency in utilizing technology is a common strand throughout each of the courses by learning how to assess the authenticity, reliability and bias of data gathered. Teachers are then able to determine how to utilize gathered data to drive classroom instruction. Finally, teachers learn to consider content to be taught and best learned by their students to support, manage and enhance student learning.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Loyola Marymount University	Yes	Yes	Yes	Yes	Professional development will be provided to all teacher education faculty related to Response to Intervention (RTI) and progress monitoring of student achievement utilizing Aimsweb (AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to <u>determine response to intervention</u> ).
Mount St. Mary's College	Yes	Yes	Yes	Yes	Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors in most courses utilize a computer-based classroom management system (Angel) that allows students to log in from campus or beyond to view syllabi, course assignments, and grades. In addition, instructors model the use of this system to candidates. Candidates are given opportunities for practice through multiple course assignments that integrate multi-media technology into the learning process. Candidates have occasions to view and create PowerPoint presentations, participate in online discussions, and use large data bases to learn about school demographics and test scores. Candidates are also given opportunities to explore additional technology uses in their school placements.
National Hispanic University	Yes	No	No	No	Students develop a lesson plan integrating the use of technology. Students complete 60 hours of required coursework. The items mentioned with a "no" just need more in-depth coverage as the course discusses data & analysis.
National University	Yes	Yes	Yes	Yes	All our courses (except for student teaching) are taught utilizing our updated premier version of the course. Even when the course is taught onsite, our instructors use an eCompanion Supplement to present narrated lectures, video clips, Audio Visual Kinethetics instructional activities, and a host of websites as important information or additional resources. Instructors in many of our online classes also use synchronous activities, which encourages real time feedback and discussions with candidates. All our programs have a required educational technology course, which teaches and requires that candidates use the most up-to-date technologies in their own instruction. All our Course Leads are required to collaborate with the Program Lead to prepare a Program Annual Review, which is done in the Accountability Management System of TaskStream. The template for PARs include listing the Program Learning Outcomes (PLOs), creating a Curriculum Map, Multi-Year Plan, and Assessment Plan. By the beginning of August each year, the faculty involved in the program then enters their Assessment Finds (which comes from two direct and one indirect measure for each PLO) and determines what needs to be changed in the program to address issues that surface in the review of the assessments. Data is collected from the Grade Book section of our online courses and from the Grade Book section of the eCompanions that are used in onsite

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Does your program prepare teachers to:					
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Notre Dame de Namur University	Yes	Yes	Yes	Yes	Rearranged technology course to include visits to school sites that have new technology in use.
Oakland Unified School District	Yes	Yes	Yes	Yes	<p>Throughout pre-service training and school year seminars, participants must demonstrate technological literacy. All participants regularly use a web-based tracking system called Certification Track. In Certification Track, participants view assignments, track their own tuition payments and attendance, and access and read required documents from the program.</p> <p>Seminar Leaders (SLs) use and model collaborative technology-based tools with their participants. In seminar sessions, SLs regularly highlight ways technology may be used to enhance curriculum. This may include modeling appropriate uses of technology (e.g., use of a PowerPoint presentation, projectors, graphing calculators, Excel spreadsheets, online collaboration tools, etc.) to specifically demonstrate how technology can support and boost student learning. Seminar Leaders are charged with connecting technology to best practices in the classroom, particularly its uses in creating standards-based lessons and units, using High Impact Teaching Strategies (HITS), and applying differentiated instruction.</p> <p>Seminar Leaders guide participants in exploring how technology resources can be used to help develop lesson plans that are engaging, and that meet the individual learning needs and goals of all students. Participants explore lessons that integrate State standards and technology. This gives participants tools they can take back to their classrooms to help students both understand content and develop technology skills.</p> <p>During seminars, participants are asked to examine a variety of educational technologies. Seminar Leaders model</p>



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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Orange County Office of Education	Yes	Yes	Yes	Yes	<ol style="list-style-type: none"> <li>1. Review technologies that improve the quality of life of individuals with disabilities.</li> <li>2. Analyze and reflect on best practices and research findings about the use of various technologies and design lessons accordingly.</li> <li>3. Compile or locate a site/district directory of collaborative technology professionals available at his/her school site, within their district, and throughout the community as well as listing of local agencies available to both the instructional staff and the family.</li> <li>4. Recognize and assess the relationship between various technologies and academic subject mastery.</li> <li>5. Identify which technologies are appropriate for certain disabilities.</li> <li>6. Adapt teaching tools for learning input and output: visual and auditory.</li> <li>7. Demonstrate how to assess and select compatible software.</li> <li>8. Use research and theory to set up a classroom technology program for his/her students.</li> <li>9. Demonstrate an understanding of how to use age-appropriate technologies for augmentative and alternative communication, desktop publishing, and word processing.</li> <li>10. Design a classroom environment that allows for increased mobility, computer access, and elimination of visual and auditory barriers.</li> <li>11. Exhibit intellectual integrity, engage in a continuous program of professional development, demonstrate the ability to accept professional advice, and assess his/her progress.</li> <li>12. Demonstrate the ability to link theory and research with practice and then reflect upon his/her practice.</li> <li>13. Plan and use instructional strategies, activities, and materials that appeal to and challenge diverse interests, abilities, and learning styles.</li> </ol>
Pacific Oaks College	Yes	No	No	No	Although our programs prepare teachers to collect data as part of improving their teaching practice, the program does not specifically facilitate the use of technology as a means of data collection. The data is both qualitative and quantitative, and is usually "reported" through assignments qualitatively, through narrative.
Patten University	Yes	Yes	Yes	Yes	Pre-requisite Basic Computer skills required. Level I embedded in Credential program as part of State SB 2042 program requirements. Level II required during Induction Program in preparation for Professional Clear Credential.
Pepperdine University	Yes	Yes	Yes	Yes	Teachers learn to integrate technology into curricula and and instruction through their coursework. They also use technology to complete their Performance Assessment for California Teachers assignment which is an exercise in meeting all of these goals. Teachers video themselves teaching students and examine the video to analyze students outcomes and teaching quality.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Throughout credentialing coursework, candidates are required to use technology as a tool for instruction. In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction. All candidates examine grading and course management software in the subject specific methods courses. During clinical practice, candidates are required to use presentation software to deliver instruction. Finally, all candidates experience course management software as students themselves throughout the program.
San Diego City Unified School District	Yes	Yes	Yes	Yes	<p>To support the Teacher Credentialing Technology Standards, the General Education Teacher Intern Programs (GETIP) addresses the General Knowledge and Skills (GKS) and Specific Knowledge and Skills (SKS) standards through the Level I technology course, MS/SS111 Teaching and Learning with Technology, and MS207/SS206 Using Technology in the Classroom. These courses provide candidates with a two year development of professional and personal technology competency that is aligned with the California Technology Standards for the Teaching Profession. Technology is embedded throughout the entire Professional Development Plan. Candidates are further expected to implement technology in their classrooms. Candidates with high level technology skills and proficiency may challenge the course. In addition, candidates having met the technology at a university are exempt from taking the Level I technology class.</p> <p>As candidates complete activities and projects assigned during coursework, they are required to use technology as a productivity and communication tool. Candidates use electronic mailing to communicate with support providers, instructors, supervisors, colleagues, and parents. As candidates gain confidence and competency in their use and understanding of technology, they are encouraged to use technology to enhance teaching and learning. Candidates continue to develop and use skills to support teaching and learning with technology during the Level II technology course MS207/SS206 Using Technology in the Classroom and demonstrated their technology proficiency through the Performance Assessment for California Teachers (PACT) Teaching Event (TE) electronic portfolio and exit Interview.</p> <p>In MS103 Theory and Methods of Beginning Reading Instruction, MS105 Teaching Mathematics in the Bilingual Classroom, MS203 Assessment and Diagnosis, and MS204 Teaching Science in the Bilingual Classroom candidates use grade-level appropriate software to create lessons.</p>
San Diego State University	Yes	Yes	Yes	Yes	All teaching credential candidates are required to take an Educational Technology course. This course introduces teachers to the possibilities and potentials of computer technology for education. The goal of this course is for pre-service teachers to begin to use a wide variety of computer-based technology for both professional and instructional use. Technology is also integrated into most courses throughout the program.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
San Francisco State University	Yes	Yes	Yes	Yes	<p>Technology</p> <p>1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601 (or equivalent), to meet the Level One technology requirement to earn a preliminary credential.</p> <p>2. Faculty and credential candidates in all courses use iLearn (<a href="https://ilearn.sfsu.edu">https://ilearn.sfsu.edu</a>), a Learning Management System (LMS) that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools. Instructors may use iLearn to enhance teaching and learning in the following ways:</p> <ul style="list-style-type: none"> <li>- Sharing resources and posting all course documents online.</li> <li>- Facilitating student interactivity and collaboration through assignments to participate in online Forums.</li> <li>- Assessing student performance online</li> <li>- Gathering student feedback.</li> </ul> <p>3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their second semester final student teaching seminar. Other resources available to candidates using TaskStream are outlined below:</p>

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
San Jose State University	Yes	Yes	Yes	Yes	<p>Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam as a prerequisite to entering our program. These prerequisite requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings. These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets).</p> <p>Once they have begun the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. In the more applied setting, candidates learn to use technology, tools and resources meaningfully in classroom settings. They learn to:</p> <ul style="list-style-type: none"> <li>•use video equipment and editing software</li> <li>•search for, critique and integrate online resources like online video demonstrations, digital archives, lesson plans, and educational websites</li> <li>•develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software</li> <li>•use standard software for recording and reporting grades</li> <li>•use common communications software like listservs, groups, and social networking sites</li> </ul> <p>Our program does not currently have embedded instruction in universal design for learning (UDL), however, our plan is to integrate instruction in this area into EDSE 192: Mainstreaming the exceptional student.</p>
Santa Clara University	Yes	Yes	Yes	Yes	<p>Our teacher education programs focus on three different ways in which technology is integrated into teachers' practices: by teaching academic content to students using technology as an instructional tool; by creating activities and experiences in which students use appropriate technologies in meaningful ways to reach standards-based curriculum goals; and by using technology to document student learning, to collect, manage, and analyze student achievement data, and to represent student achievement in ways that facilitate the use of data to improve instruction. All teacher education course instructors strive to model the effective use of a variety of familiar technologies (such as digital cameras, cell phones or mp3 players with voice recording capabilities, text messaging, and social networking) and basic software commonly found in K-12 classrooms (such as Excel, PowerPoint, and Microsoft Word) in our own teaching. We also give our teacher candidates a range of opportunities to have hands-on learning experiences with hardware, such as graphing calculators, and software, such as Geometer's Sketchpad, commonly found in classrooms.</p>

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Sonoma State University	Yes	Yes	Yes	Yes	Elementary/Multiple Subjects: Technology is integrated into courses where appropriate for instruction. The use of web-based, video clips, software, and graphic organizer tools are a few of the teaching strategies taught and modeled in the program. For mid and final semester evaluations of candidates, web survey tools are used to help collect and aggregate data. The platform LiveText is used for portfolio assessment of candidates at the mid and final point in the program, which includes candidates' submissions of coursework and rationales for instruction. The mandated PACT (Teaching Event) is also submitted and assessed by all final-semester candidates via LiveText. These LiveText submissions and the related evaluations become the source for department analysis for program improvement. Secondary/Single Subject: Faculty in the program model the use of technology via the use of WEB CT. The University is transitioning to Moodle in 2011. This will significantly enhance faculty's ability to use technology in their instruction. Using the Performance Assessment for California teachers (PACT), we ask students to use online and digital technologies to development and submit their PACT teaching event. All PACT and program assessment data is managed using various technology-aided strategies. Student teaching evaluations
St. Mary's College of California	Yes	Yes	Yes	Yes	<p>Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. <input type="checkbox"/></p> <p><a href="http://www.pacttpa.org/_main/hub.php?pageName=Home">http://www.pacttpa.org/_main/hub.php?pageName=Home</a> <input type="checkbox"/></p> <p>Candidates in the Education Specialist Credential Program are required to take as part of their coursework an Information Literacy and Technology course and an Instructional Strategies course which gives opportunities for effective practice. Both pieces are integrated to writing effective and relevant IEP goals and objectives. <input type="checkbox"/></p> <p>Candidates in the Multiple Subject Credential Program take the course MSTE 223 Technology in the Classroom, which was designed specifically to include all four elements listed above. In addition, the use of technology is integrated into all other courses; for example, candidates create a class Wiki for children's literature in MSTE 253 Reading and Language Arts I; candidates create a multimedia project for MSTE 345 Curriculum &amp; Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum &amp; Instruction: Mathematics; these data are then used to write plans for improving the learning of the entire class as well as two children with specific learning needs. <input type="checkbox"/></p>

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Stanislaus County Office of Education	Yes	Yes	Yes	Yes	Intern candidates take a technology class for each year of the three year program. Interns take Technology 1A during their first year which introduces how technology can be used to enhance instruction and promote personal productivity. Interns learn about privacy, copyright, safety and acceptable use policies during this course. They also learn how to utilize technology to collect and analyze data to improve instruction. During the second year, interns take Technology 1B which expands on what was learned during 1A. Technology II is taken during the third year of the intern's program. In this course the intern must demonstrate their application of technology into the learning process by submitting an electronic portfolio highlighting the integration of technology into their lessons and activities. Interns learn about universal design during Tech 1A and 1B.
Touro University	Yes	Yes	Yes	Yes	<p>Touro University-California's College of Education provides opportunities for candidates to learn and use appropriate computer-based technology. Candidates enter the program with a wide range of technology skills, and they develop those skills throughout the program. The use of technology is one aspect of instructional design embedded in every course and every school-based learning experience. Each course includes an online Blackboard component, and candidates post all Key Assignments on TaskStream for instructor comments and assessment. Each candidate shows competency in the thirteen TPEs through an online Teaching Portfolio, collected on TaskStream. Each candidate who is recommended for a preliminary teaching credential has a basic understanding of technological proficiency and an understanding that continuation of skill development in this area is fundamental to professional development.</p> <p><b>TEACHING &amp; LEARNING WITH TECHNOLOGY</b></p> <p>Candidates use appropriate technology to facilitate the teaching and learning process. Each candidate learns to use appropriate technology and, in turn, how to use the same technology in the teaching and learning process. In literacy and curriculum and instruction courses, as candidates become familiar with writing units and lessons, accessing the California State Curriculum Standards, and developing appropriate rubrics on TaskStream, they learn how to use the same technology when teaching their students. After learning to conduct electronic database searches in class, candidates are encouraged to use the same research skills when teaching their K-12 students. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Beginning in iLearn orientation,</p>

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of California, Irvine	Yes	Yes	Yes	Yes	SS Candidates Instruction and practice in technology is integrated across coursework and field experiences. All SS Candidates take ED334 Literacy and Technology in the Secondary Classroom that is designed to "teach strategies for incorporating, tools for evaluating and selecting, learning theories for understanding" how technology can be utilized in secondary classrooms. Course work in each of the SS methods courses includes instruction and practice in using technology in the core subject: English, mathematics, music, science, social science and world languages. Candidates learn how to use technology in the classroom for instruction, class management, assessment and reflection on practice with the ultimate goal of increasing student achievement. In addition, candidates learn principles of universal design in a foundational course that is linked to field-based experiences: ED305/315 Learning to Learn from Teaching in Secondary schools. In addition, candidates learn to apply these principles in two courses that are linked to their observation/participation experience and their student/intern teaching experiences: ED302/319 Directed Secondary Experiences and ED307 Student Teaching in Secondary
University of California, Los Angeles	Yes	Yes	Yes	No	
University of California, Riverside	Yes	Yes	Yes	Yes	Each candidate is required to incorporate technology into the curriculum by using multimedia tools such as PowerPoint and Windows Movie maker to design lesson plans. Lesson plans are developed, along with copies of instructional and assessment materials, and video clips that will be reviewed in the California license requirement known as the teaching performance assessment (TPA). As part of this assessment, candidates are required to analyze student performances and identify patterns of student performance across the whole class and within subgroups. This analysis is used to develop specific strategies in instruction that address the needs of individual students, subgroups of students, and whole class patterns. The principles of universal design are utilized in that candidates are required to demonstrate instructional strategies in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of California, San Diego	Yes	Yes	Yes	Yes	<p>The EDS program is cohort-based. The MS cohort includes approximately 44 candidates annually in a combined credential-M.Ed program as well as 6 candidates in a two-year MA program. These MA students receive both MS and Special Education credentials (Education Specialist: Deaf/Hard of Hearing). The SS cohort includes approximately 40 candidates annually across three SS areas: Math, Science and English/Language arts. All MS/SS candidates take a required course at the beginning of their program entitled "Technology, Teaching and Learning" (EDS 203). In this course, they learn to integrate technology effectively into curricula and instruction. This course reviews current literature on effective applications of technology in the classroom. Students become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology.</p> <p>All SS candidates plus MS pursuing the M.Ed degree take a required course called "Technology and Professional Assessment" (EDS 204). Advanced techniques for using network-based resources for teaching and learning are introduced. Students review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field.</p>
University of LaVerne	Yes	Yes	Yes	Yes	<p>The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objectives and educational goals, to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery. Some of the areas of training include the use of interactive whiteboards, student response systems, and mobile learning environments. Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and/or evaluation of new knowledge, and foster the building of habits and attitudes that support lifelong learning. Candidates are also expected to analyze, discuss, and implement current theory and research related to education technology and to develop lesson plans which effectively integrate technology to facilitate instruction and enhance learning.</p> <p>Technology is infused into courses and program to prepare candidates for the advanced technological requirements of learning environments ranging from technology-assisted on-ground classrooms to fully-online</p>



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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of Phoenix	Yes	Yes	Yes	Yes	The use of technology is integrated throughout our curricula and instruction in University of Phoenix teacher education programs. Some of the resources that are located on the online course materials page include the College of Education Web Links, an electronic-portfolio system (TaskStream), and the Virtual School Portal. Through the College of Education Web Links, students are introduced to a variety of online resources and Web 2.0 tools that can be used for course assignments and for instruction in their own classrooms. Students use the TaskStream e-portfolio to upload completed benchmark assignments. Faculty members score the posted assignments using assignment rubrics and provide feedback to the students in order to improve their academic work. The Virtual School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually changing test score data that can be used to practice analyzing student learning and planning for academic success. In addition to these online resources, students are exposed to a variety of technology tools that are modeled by their instructors throughout the course of the program and they are given opportunities to incorporate the use of the tools in their assignments and reflect on how they would use them in their own classroom to increase student achievement. □
University of Redlands	Yes	Yes	Yes	Yes	Technology is integrated in all courses. Current use of Taskstream for all lesson design planning includes principles of universal design for learning.
University of San Diego	Yes	Yes	Yes	Yes	All teacher candidates are required to take an on line technology module regarding use of technology in classroom instruction before applying for the preliminary credential. In EDSP 389/589, all candidates are introduced to assistive technology for differentiated instruction for all students. Across the general education curriculum, teacher candidates use case studies to identify the appropriate use of instructional technology. USD has been awarded two private gifts focused on helping general education teacher candidates in the early identification of struggling readers, dyslexia and related language and communication disorders. The project is named, "Strategies to Teach All for Real Success (STARS)," and expects to strengthen the interface between general and special education. Some funds have been used to purchase assessment tools, some of which have electronic components, and instructional materials that have application for preparing teachers who serve K-12 children and youth. Some funds were used to pay stipends to three consultants to the project in the areas of special education, English learner and educational technology who began development of integrated teacher education modules. Many of the full time faculty have served and continue to serve on the STARS council; the committee is also comprised of school personnel. In Spring 2009, all faculty were paid a stipend to participate in the IRIS program and develop increased skills the use of online interactive resources that translate research about the education of students with disabilities into

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of San Francisco	Yes	Yes	Yes	Yes	The special education program integrates training on technology for teacher use, student use, and assistive technologies. Interns receive instruction on use of audio/visual equipment such as wireless microphones, video cameras, and editing software. They create video projects, use presentation software, and classroom presentation devices. Interns learn to use concept mapping software, build websites that provide limited access to selected Internet sites for their students, use online freeware for students to practice new skills, learn how to determine appropriateness of web resources, learn how to create lesson plans and curriculum units using available technologies, develop assessments, and build student activities and web quests using web-based tools. They learn to use formal assessment software for determining students' academic levels and curriculum based measurements for formative assessments. They also receive direct instruction on the appropriate uses for assistive technologies such as specialized keyboards, listening stations, spell checkers, assistive writing and word prediction software. During the program interns create technology portfolios that demonstrate their proficiency in these areas.
University of the Pacific	Yes	Yes	Yes	Yes	Students teach a micro lesson, include special topics in an educational technology presentation, and develop a "webquest." The lesson and "webquest" must be developed by using California content standards. Students understand English language development strategies and talk about using them to teach technology in a discussion board. Students use EXCEL to teach a lesson. Students are given opportunities to use a smartboard and clickers in a demonstration room in the Center for Teaching and Learning. During 2010-11, the teacher education faculty will develop plans and implement them to augment exposure to data management for selected content areas and to monitor student progress. Also, systems used in one or more public schools will be viewed so that students have opportunities to become aware of technological methods for managing and analyzing data.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Whittier College	Yes	Yes	Yes	Yes	<p>The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by:</p> <p>(1)Requiring reading “best practices” for instructional technology use and reading on research on evaluation of technology use in courses throughout the program.</p> <p>(2)Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses;</p> <p>(3)Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans.</p> <p>(4)Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using diverse software packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software.</p> <p><del>The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two</del></p>
William Jessup University	Yes	Yes	Yes	Yes	<p>We provide coursework, "Applied Technology for Teachers" this course is a comprehensive overview of the use of computer-based technology in the instructional environment and integration of computer-based applications into instruction in the classroom. We utilize TurnItIn to prevent plagiarism, Moodle as our communication tool between students and instructors and we have plans to implement Taskstream for record keeping, rubrics, storage and planning.</p>

**Appendix B-2: Institutional and Program Report Card - Teacher Training**

Institution	Does your program prepare general education teachers to:				Does your program prepare special education teachers to:			
	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Alliant International University	Yes	Yes	Yes	<p>Alliant's teacher preparation programs take a multi-prong approach to ensuring that general educators can effectively teach individuals with special needs and limited English proficiency.</p> <p>Weekly seminars provide in-depth training on specific topics, with attention given to individuals with special needs and English language learners. Candidates are taught the development of high leverage modifications and accommodations to support students with special needs. Additionally, candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. Combined with the TPA assessments to demonstrate competence in these areas, coursework prepares the candidates to meet the needs of their students.</p> <p>Close supervision from the university field supervisor also targets these crucial areas. Feedback and advice, as well as resource materials, are given after regular field observations with particular attention paid to best practices for working with special education students and English language learners. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and</p>	Yes	Yes	Yes	<p>Special education training at Alliant brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio.</p> <p>Specific coursework also focus on planning, modifications, delivery, student work and plans, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Candidates are prepared to actively and in an informed manner participate in IEP meetings and the application of students' IEP goals and recommendations through their coursework and field supervision. □</p>

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<b>Institution</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>General Education Comments</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>Special Education Comments</b>
Antioch University Santa Barbara	Yes	Yes	Yes	Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A) and Teaching and Accommodating Students with Disabilities (601B). These courses include IEP team meeting functions. Multiple Subject candidates' knowledge of English Language learning is supported by Language Development and Acquisition (HDV458A); Reading Instruction in the Elementary Classroom (TEP505) and Language Arts Curricula, Theory and Practice (TEP 511)	Yes	Yes	Yes	Candidate for the Mild/Moderate credential require Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & 517); and Family Dynamics (TESE 518). IEP team participation is provided by IEP Design and Policy Implementation (TESE 601). Field work is also required for the M/M credential. English Language learning is supported by Language Development and Acquisition (HDV458A).
Azusa Pacific University	Yes	Yes	Yes	We have fully integrated strategies and methods for meeting the needs of special needs students in the general education classes. Response to Intervention is covered along with the whole IEP process. Specific assignments are designed to measure students' skills and competencies in these areas, and they are submitted and scored online on TaskStream.	Yes	Yes	Yes	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules.

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Biola University	Yes	Yes	Yes	Information and activities for developing the skills and competencies necessary for effectively teaching students with disabilities and students with limited English proficiency are embedded throughout the program. Candidates are required to apply this information to make accommodations for students with disabilities and limited English proficient students in lesson planning and implementation during fieldwork placements. Candidates must also show proficiency in effectively teaching students with disabilities and limited English proficiency on each of the four California Teaching Performance Assessments. In addition, the required course Methods for Teaching Linguistically Diverse Students includes an in-depth study of first and second language acquisition, English language development, relevant state and federal legislation relating to students with limited English proficiency, and best practices for instruction and assessment, e.g. designing SDAIE lessons, content area literacy, strategies for vocabulary development. As part of this course, students also use case studies to explore the issues related to the education of	Not applicable	Not applicable	Not applicable	

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Brandman University	Yes	Yes	Yes	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.	Yes	Yes	Yes	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.

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California Baptist University	Yes	Yes	Yes	<p>Instruction for candidates to teach students with disabilities in described the following examples:</p> <ul style="list-style-type: none"> <li>•Students read in the EDU 505/512 textbooks about adaptations/modifications/ accommodations for students with disabilities</li> <li>•Students search the internet for SDAIE, RTI, such as <a href="http://www.ncsall.net/?id=325">http://www.ncsall.net/?id=325</a></li> <li>• And National Dissemination Center for Children with Disabilities <a href="http://www.nichcy.org">www.nichcy.org</a></li> <li>•Numerous articles on Accommodations are posted on BB for EDU 505/and some in EDU 512 for nearly every disability.</li> <li>•EDU 505/512: All lesson plans require the completion of a matrix that describes three focus students. Including EL, Instructional Challenged (ADD, ADHD,) and Advanced student. For each focus student three adaptations with three rationales are required.</li> <li>•In EDU 512 a textbook with 40 RTI strategies is required.</li> <li>•Fieldwork Activities in EDU 300 and 302 require observation in Special Education Classrooms</li> <li>•In EDU 302: Growth, Development and Learning, students read and complete learning activities concerning disabilities of all types.</li> </ul> <p>9. DIFFERENTIATION OF INSTRUCTION/ADAPTATION (Submit Student List Page with this lesson plan. Include detailed description of three key special needs</p>	Yes	Yes	Yes	<p>Southern California has a high percentage of students who are LEP in the public schools where CBU candidates complete their fieldwork and practice teaching. All students are taught to use informal classroom assessment, analyze results, and use results to plan standards-based instruction for LEP students. Additionally, every candidate is required to complete a three-credit course on teaching students with IEPs in general education (EDU 341-541 Exceptional Children). Professional methods courses require planning instruction for target students before and during student teaching. Each methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12. □</p>



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California Lutheran University	Yes	Yes	Yes	<p>Teacher candidates learn about major categories of disabilities through coursework and fieldwork in EDTP 508 Students With Diverse Learning Needs, EDTP 502 Theories of Teaching and Learning, and EDTP 506 Child and Adolescent Growth and Development. They acquire knowledge of basic definitions, etiologies, behavioral characteristics, and educational needs of major exceptionalities including: mental retardation, giftedness, orthopedic and other health impairments, visual impairment, deafness and hard of hearing, communication handicaps, emotional disturbance, and learning disabilities. Teacher candidates learn about the history of special education, the state and federal laws pertaining to the education of exceptional populations through coursework and fieldwork in EDTP 508 Students With Diverse Learning. Candidates learn about the legal responsibilities and laws pertaining to special needs students in the EDTP 520 Leadership and Law in Diverse Classrooms – Elementary and EDTP 530 Leadership and Law in Diverse Classrooms – Secondary courses.</p> <p>Teacher candidates observe and work in their classrooms to develop an understanding of the changing attitudes toward students with disabilities as well as learn about the role and responsibilities of the general education</p>	Yes	Yes	Yes	<p>Both the Multiple and Single Subject Credential and Education Specialist programs at California Lutheran University are English Learner Emphasis programs, rich with theory and pragmatic applications related to teaching in a multicultural society. The Education Specialist Credential candidates take courses, all of which have been approved by the state as of July 1, 2007 and are enriched to address issues of diversity including handicapping conditions. EDSP 549 First and Second Language Acquisition and Development, in particular, provides in-depth knowledge of linguistic abilities. The curriculum and methods courses address differences in learning styles, including assessment and instructional strategies. This course also addresses the impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability. Specialized courses in Mild to Moderate and Moderate to Severe disabilities address these issues specifically related to the credential area.</p> <p>The course structure of each of the teaching credentials indicates the interrelatedness of assessment and instruction. The approach in courses for assessment, curriculum and instruction integrate these items within the same courses. Students learn that assessment</p>

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California State Polytechnic University, Pomona	Yes	Yes	Yes	<p>All candidates are also required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. This course provides an overview of students with disabilities which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings.</p> <p>More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of</p>	Yes	Yes	Yes	<p>All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on strategies for teaching reading to K-12 students (including English learners).</p> <p>Teacher candidates in the Education Specialist credential programs are required to take TED 551 (Special Populations) as part of their Level I credential course requirements. This course provides an overview of students with disabilities which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings.</p> <p>More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of</p>

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California State University, Bakersfield	Yes	Yes	Yes	<p>All teacher credential candidates in multiple and single subject credentials are required to take EDSP 301 (Teaching exceptional diverse learners in inclusive settings). The course focuses on helping candidates understand characteristics and needs of exceptional learners. It also covers evidence based strategies to teach exceptional learners. Their knowledge on various exceptionalities and teaching strategies are evaluated through class discussion, assignment, and exams. As a signature assignment, candidates are required to observe a special education classroom and report on modifications and accommodations of curriculum and teaching strategies. The course addresses the roles and responsibilities of general education teachers in a special education process including identification, referral assessment, IEP planning, and meeting. They also learn different components in an individualized education plan and their responsibilities in a team process.</p> <p>In EDSP 301, candidates learn cultural characteristics, four approaches of multicultural education, second language acquisition, and instructional strategies for culturally and linguistically diverse students. The required textbook has a chapter designated for CLD students and strategies to work with the students. As a course assignment,</p>	Yes	Yes	Yes	<p>Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities as well as possible curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Candidates must also take three courses related to English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.</p>

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California State University, Channel Islands	Yes	Yes	Yes	For students with disabilities our candidates all take a prerequisite course in special education that describes each type of disability, strategies for teaching and environmental modifications, IEP components and process, and RTI process. In the Single Subject (secondary education) program candidates also take a course specifically designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students. For students who have limited English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning and implementation where candidates are specifically taught how to use multiple means of representation, multiple means of action and expression, and multiple means of engagement in planning for and teaching	Yes	Yes	Yes	Special education teachers take prerequisite courses (16 units) on students with disabilities that prepare them to understand all categories of disabilities, strategies for teaching and introduction to IEP components and processes; on working with English learners; on diversity in schools; on observing and guiding behavior; and on learning theory and development. During the Special education program (36 units), candidates take specific coursework on the legal aspects of special education, managing learning environments, curricula and assessment, literacy, the process of IEP development, and student teaching in two different settings and grade levels.

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California State University, Chico	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>•Special education faculty have integrated the IRIS Center Modules into their coursework and are assisting the general education faculty in the effective integration of these materials into the multiple and single subject credential program courses, starting fall 2010.</li> <li>•Two programs, the Concurrent Multiple Subject/Education Specialist I and the Next STEPS Single Subject/Education Specialist I programs, provide opportunities for teacher candidates to pursue both a general education and a special education credential simultaneously.</li> <li>•Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs. Candidates are encouraged to attend IEP meetings at their school sites when possible.</li> <li>•Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), and Sheltered Instructional Observation Protocol (SIOP) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction.</li> </ul>	Yes	Yes	Yes	<p>Students with Special Needs (IEP participation)</p> <p>Coursework is focused on effective, evidence-based practices in the field of special education teacher preparation. Candidate competency is assessed in the following areas:</p> <ul style="list-style-type: none"> <li>•Professional, Legal and Ethical Practices</li> <li>•Educational Policy and Perspectives</li> <li>•Educating Diverse Learners with Disabilities</li> <li>•Special Education Field Experiences with Diverse Populations</li> <li>•Managing Learning Environments</li> <li>•Effective Communication and Collaborative Partnerships</li> <li>•Assessment, Curriculum, and Instruction</li> <li>•Knowledge and Skills of Assessment in General Education</li> <li>•Curricular and Instructional Skills in General Education</li> <li>•Positive Behavior Support</li> <li>•Characteristics &amp; Needs of Individuals with Mild/Moderate or Moderate/Severe Disabilities</li> </ul> <p>Candidates are prepared to work as collaborative team members with their partners in the development of Individual Education Plans. Roles and responsibilities of each IEP team member are defined and students have an opportunity to engage in “mock” IEP meetings. Effective</p>

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California State University, Dominguez Hills	Yes	Yes	Yes	<p>Preparing candidates to teach students with disabilities: General Education candidates learn about students with disabilities in TED 402 Educational Psychology. They learn (1) how students can differ in the cognitive, affective, and psychomotor domains, (2) how to instructionally and socially accommodate students with various needs in the regular classroom, (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs, and (4) about the special education process, including their specific role in the IEP system. Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process. □</p> <p>Candidates are prepared to work with English Learners through coursework and fieldwork. The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques, and materials throughout the methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student</p>	Yes	Yes	Yes	<p>Candidates in all three Education Specialist Credential programs take SPE 460 Introduction to Special Education, which provides an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. In their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support their learning over a period of 16 weeks. □</p> <p>Education Specialist candidates take general education coursework in the area of Reading/Language Arts. This two-course requirement includes an emphasis on teaching English Learners using ELD and SDAIE strategies, assessments, and philosophies. In addition, candidates take SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners, and practice through course-based fieldwork. Working with parents and paraprofessionals is an important component of the course. □</p> <p>Currently, the Special Education faculty is</p>

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California State University, East Bay	Yes	No	Yes	All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.	Yes	Yes	Yes	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.
California State University, Fresno	Yes	Yes	Yes	Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences.	Yes	Yes	Yes	All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements.

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California State University, Fullerton	Yes	Yes	Yes	<p>Both of our general education programs, multiple subject (elementary) and single subject (secondary education), use a variety of strategies to teach students with disabilities effectively.</p> <p>Multiple Subject (Elementary)</p> <p>Our Multiple Subject Credential Program embeds effective teaching strategies to meet the needs of all students in each methods course that is taken. Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom by Sharon R Vaughn, Candace S. Bos, and Jeanne Shay S. Schumm is referenced and used for assigned reading across multiple courses. We have teamed with the SPED department and they have shared multiple resources with our department to support faculty and student learning alike. We have been given permission to use several PowerPoints that focus on SPED Law and SPED Modifications. We require our candidates to include modifications on every lesson plan to meet the needs of EL, SPED and Gifted students.</p> <p>In order to better prepare teacher candidates who will work with linguistically diverse students we include additional content specifically focusing on the literacy needs of English learners (EL) into the credential program courses EDEL 429 (Integrated Curriculum and Instruction) and EDEL 433</p>	Yes	Yes	Yes	<p>The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates, general education teachers clearing their preliminary credentials, and persons interested in improving techniques to work with children with disabilities. The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Credential programs are offered for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons</p>



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California State University, Long Beach	Yes	Yes	Yes	During course work and fieldwork throughout their program, candidates demonstrate their knowledge and skills related to planning for instruction; assessing, analyzing, and monitoring student learning; adjusting instruction to meet the needs of English learners, special needs, and otherwise challenging students; and supporting learning for all students. Candidates are assessed through course work and field experiences utilizing case studies, student work samples, signature assignments, portfolios, and during culminating experiences.	Yes	Yes	Yes	During course work and fieldwork throughout their program, candidates demonstrate their knowledge and skills related to planning for instruction; assessing, analyzing, and monitoring student learning; adjusting instruction to meet the needs of English learners, special needs, and otherwise challenging students; and supporting learning for all students. Candidates are assessed through course work and field experiences utilizing case studies, student work samples, signature assignments, portfolios, and during culminating experiences.

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California State University, Los Angeles	Yes	Yes	Yes	The credential program prepares general education teachers to teach students with disabilities with a variety of approaches. The teacher candidates take a foundation course in special education and concepts of accommodations/modifications and differentiated instruction are then revisited in methodology courses and applied as part of the California Teacher Performance Expectations and Assessments. Content related to teaching students who are English language learners is strongly infused within methodology courses, and further emphasized in reading, writing and language arts methods classes. Supervised clinical field experiences provide additional opportunities for general education candidates to teach students with disabilities and students who are English language learners under the supervision of a master teacher and a university faculty supervisor.	Yes	Yes	Yes	The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities. A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. Intern program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.
California State University, Monterey Bay	Yes	Yes	Yes	See comments from Traditional Report.	Yes	Yes	Yes	See comments from Traditional Report.

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California State University, Northridge	Yes	Yes	Yes	State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL). These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments. TPE 7 addresses how to prepare teachers to work with English language learners. TPE's addressing students with special needs include TPE 3 Interpretation and use of assessments, TPE 8 Learning about students, and TPE 12 Professional, legal, and ethical obligations. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education. State standards require that teaching candidates do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with	Yes	Yes	Yes	For a detailed and comprehensive description of how special education teachers are prepared to teach students with disabilities and English Language Learners, please refer to the Biennial Reports submitted to the CTC for the November, 2009 accreditation visit. This report may be accessed at our accreditation website <a href="http://edutech.csun.edu/mdecoe">http://edutech.csun.edu/mdecoe</a> at Unit Programs - Special Education - biennial reports. The Level 1 Education Specialist Credential at CSUN includes preparation in the following specializations: mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program). All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from student teaching, exit from the program, and follow-up one year after graduation. All candidates are assessed on their content knowledge, pedagogical and professional knowledge and skills, student learning, and professional

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California State University, Sacramento	Yes	Yes	Yes	<p>A required 3-unit course on the education of exceptional children/youth provides an orientation to the concept and practice of mainstreaming inclusion, the characteristics of exceptional children/youth, and the school's responsibilities in meeting their needs. Teacher candidates verify multiple experiences with special needs students across the age span in inclusive settings and student teaching; in methods courses they are taught and practice how utilize effective strategies for instructing special needs students. They learn about the laws and practices related to individualized education program teams in a required course.</p> <p>□</p> <p>A required 3-unit course also addresses important themes regarding the education of English Learners including relevant legal mandates and court rulings, first and second language acquisition, linguistic development, theory and practice of effective programs, and beginning methods, materials and strategies responsive to students' primary language and assessed levels of English proficiency. Methodology coursework provides more advanced knowledge related to effectively instructing English Learners, and student teaching practice and evaluations require</p>	Yes	Yes	Yes	<p>The Special Education credential programs in the Sacramento State, College of Education offer a series of courses that deal directly with preparing future teachers to effectively serve students with disabilities. For example, the required introductory course covers the range of disability areas, while other required courses cover the legal and social requirements for developing individual education programs across the age span. Emphasis on language development for students with limited English skills is included in two required language/literacy courses. In addition, there is a specific course that covers strategies to effectively serve a diverse population of English language learners.</p>

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California State University, San Bernardino	Yes	Yes	Yes	<p>CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area.</p> <p>CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors.</p> <p>Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track</p>	Yes	Yes	Yes	Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners.

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California State University, San Marcos	Yes	Yes	Yes	A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible.	Yes	Yes	Yes	The program is structured around the approved state standards and includes multiple school-based learning assignments.
California State University, Stanislaus	Yes	No	Yes	MSCP and SSCP teach students about IEP's, but we do not participate in them. We have special courses designed to accomodate students with special needs: Special Education, EL, and IEP.	Yes	Yes	Yes	Students complete relevant coursework and practica.

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CalState TEACH	Yes	Yes	Yes	<p>Best Practice for Students with Special Needs</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag's text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (<a href="http://iris.peabody.vanderbilt.edu/index.html">http://iris.peabody.vanderbilt.edu/index.html</a>) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom.</p> <p>Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read</p>	Not applicable	Not applicable	Not applicable	

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Chapman University	Yes	Yes	Yes	<p>The education of students with disabilities is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling (EDUC 571). The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team. <input type="checkbox"/></p> <p>The education of limited English proficient students is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students(EDUC 501) and in a course entitled Second Language Acquisition for Secondary Students (EDUC 504). The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD</p>	Yes	Yes	Yes	<p>The education of students with disabilities is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling (EDUC 571). The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team. <input type="checkbox"/></p> <p>The education of limited English proficient students is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students(EDUC 501) and in a course entitled Second Language Acquisition for Secondary Students (EDUC 504). The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective.</p>



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Claremont Graduate University	Yes	Yes	Yes	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of underperforming students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners. In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates work with Dr. Maria Imbeau on differentiated instruction and Dr. Skip Baker on brain-based research related to learning. The work of both stress the message	Yes	Yes	Yes	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of underperforming students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners. In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates work with Dr. Maria Imbeau on differentiated instruction and Dr. Skip Baker on brain-based research related to learning. The work of
Concordia University	Yes	Yes	Yes		Not applicable	Not applicable	Not applicable	

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Dominican University of California	Yes	Yes	Yes	<p>All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA). Working with students with disabilities is embedded in:</p> <p>EDUC 5056/5556 Elementary Reading  EDUC 5140/5540 Secondary Reading  EDUC5130/5530/5131/5531/5230/5630/5131/5631 Elementary/Secondary Curriculum and Instruction  EDUC 5150/5550/5250/5650 Elementary/Secondary Observation and Preparation for Supervised Teaching  EDUC 5162/5262/5562/5662 Elementary/Secondary Professional Development Seminar  EDUC 5164/5264/5564/5664 Teaching Performance Assessment  EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching  Working with students who are limited English proficient is embedded in:  EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled)</p>	Yes	Yes	Yes	<p>Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses:  EDUC 5301-Introduction to Special Education  EDUC 5302-Program Design and Curriculum Development</p>

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Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	<p>The ED 102 course, Language Acquisition: Communication for English Language Learners, is designed to equip intern teachers who are teachers of record and are credential candidates with the knowledge and skills to effectively organize and implement instruction for English Learners, provide theory and research on second language acquisition and learning; and methodology, history and policy issues related to second language teaching and learning; English Language Development strategies, and socio-cultural implications. It will additionally provide strategies, methods and standards for meeting the needs of EL students. The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms. The course content will address issues practiced in the Methodology of Teaching Reading and Writing course to focus on literacy instruction and assessment of English Learners.</p> <p>The ED 203 course, Teaching Students with Special Needs in the General Education Classroom, draws together divergent perspectives on a variety of issues including the history and development of special</p>	Yes	Yes	Yes	<p>Please see the following course descriptions that describe how our program prepares special education teachers:</p> <p>Education Specialist Mild/Moderate (ESMM) 506: Developing IEPs Course Description: This course is designed to offer interns a deeper understanding of the different types of disabilities and an understanding of the methods, mechanisms and materials involved in developing their respective IEP's. Interns will examine the legal requirements and the primary components of the individualized education plan (including IEPs, IFSPs, and ITPs). Interns will identify the legal requirements of an IEP, analyze IEPs, and develop IEP goals, objectives and outcomes for program planning.</p> <p>ESMM 702: Strategies for Teaching Special Needs Children– 30 classroom hours Course Description: This course addresses instruction and curricula required to meet the needs of diverse learners in the content areas of science and social studies as well as other subjects . It emphasizes six key principles to direct teachers through the design of instruction and curriculum to ensure that diverse learners succeed in the classroom. It includes strategies for modifying instruction</p>

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Fresno Pacific University	Yes	Yes	Yes	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson	Yes	Yes	Yes	Candidates in the Education Specialist programs are highly scrutinized for their academic and practicum performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. General and specific courses address the EL student needs and candidates verify their abilities to implement an effective instructional learning environment. The FPU coursework includes an extended course for Language Development, which expands the knowledge and application of all other coursework for students who have special needs. The IEP process and team performance expectancies are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialists service providers.

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High Tech High Communities	Yes	Yes	Yes	All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs. Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings. EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL students K-12. Interns are the teacher of record as they complete their Intern program. They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction.	Yes	Yes	Yes	All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs. Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings. EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL students K-12. Interns are the teacher of record as they complete their Intern program. They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction. Specialized Education Specialist coursework extends the Education Specialist Interns working knowledge of the law, assessment process, and differentiated instruction to meet the needs of students with identified learning needs.

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Holy Names University	Yes	Yes	Yes	<p>The mission of Holy Names University credential programs is to prepare teachers for urban schools, we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, English Learners are molded and observed in the field, written in lesson plans and practiced by candidates.</p> <p>In EDUC 103, candidates study the State's English Learners Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners.</p>	Yes	Yes	Yes	<p>The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST.</p> <p>In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and internet searches, candidates learn about resources and strategies that will provide students with learning needs access to resources and</p>

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Humboldt State University	Yes	Yes	Yes	<p>Candidates in all credential programs learn about all of the nine major categories of disabilities, those that do and those that do not require IEPs. Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms. There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms.</p> <p>Candidates are expected to know the history of special education, from its beginnings in the federally funded civil rights PL 94-142 of 1975 for all handicapped children. They trace the concept of "learning disabled" from there to the concepts that we hold today. They are expected to know about IDEA 1990 and the changes this law has made in special education service and delivery.</p> <p>Candidates learn their role as teachers in the study team. They learn the process of the IEP identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing.</p> <p>Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education</p>	Yes	Yes	Yes	<p>Teach Students with Disabilities Effectively</p> <p>The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment.</p> <p>The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations.</p> <p>Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building</p>
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Through course work and practicum supervisor/mentoring & coaching throughout the duration of the program.	Yes	Yes	Yes	Through course work and practicum supervisor/mentoring & coaching throughout the duration of the program.

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John F. Kennedy University	Yes	Yes	Yes	Students in Intern Programs and in Traditional Programs must have some experience attending IEP conferences when students in their classrooms are on an IEP program. Our students also have to attend Student Study Team sessions. The California TPA Task system requires that teaching candidates have Focus Students in their task lessons who are LEP, disabled (IEP) or offer a special challenge to the teacher candidate. All three of the tasks that Teacher Candidates must pass, required demonstration of teaching practice with these students. Students must have different students over a three quarter period in which they Intern or Student Teach. In Seminars, conducted by faculty, students are educated about how to prepare for these Tasks. Evaluators of the tasks are specially trained in scoring such tasks and must have current	Not applicable	Not applicable	Not applicable	Not Applicable, as we do not have a special education credential program.
La Sierra University	No	No	Yes	The State of California does not require coursework in special education in the teacher education program. However, we require this when they do their Master of Arts in Teaching AND when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we are in the process of requiring all candidates to take EDCI 464/564 Special Education in the Regular Classroom. This change will be in place by Fall quarter, 2010. All of our methods courses promote English Language Development (ELD) and processes for English Language Learners. However, EDCI 416 Language and Literacy K-12, EDCI 414 Reading K-8, and EDCI 419 Reading in the Content Area all have strong emphases on ELD.	Not applicable	Not applicable	Not applicable	We do not offer this program currently.



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Los Angeles Unified School District	Yes	Yes	Yes	The District Intern Program prepares general education teachers for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each general education teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.	Yes	Yes	Yes	The District Intern Program prepares special education teachers in the area of curriculum, instruction, behavior, and support for students with disabilities on both general and special education school sites for students with mild/moderate and moderate/severe disabilities who may also be limited English proficient. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.
Loyola Marymount University	Yes	Yes	Yes	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice.	Yes	Yes	Yes	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice.

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<b>Institution</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>General Education Comments</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>Special Education Comments</b>
Mount St. Mary's College	Yes	Yes	Yes	<p>Our 2042 credential programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie- Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are also taught about Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.)</p> <p>Our summative assessment, the CalTeacher Performance Assessment, specifically measures TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. Two years ago, we enlisted the help of a Special Education consultant to review our</p>	Yes	Yes	Yes	<p>The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator:</p> <ul style="list-style-type: none"> <li>- articulates research-based pedagogical beliefs and curricular principles and translates them into practice.</li> <li>- responds to diversity with openness, sensitivity, and a commitment to equity.</li> <li>- supports the healthy development of children and youth in a caring and just environment.</li> <li>- envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection.</li> </ul> <p>The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth.</p>

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National Hispanic University	Yes	Yes	Yes	<p>One of the assignments in our Inclusion course is a "Special Needs Pedagogy Assessment": Given a scenario, construct a lesson that would address the requirements of the special needs students in the class.</p> <p>One of the objectives / competencies of our Inclusion course is: Understand the role of the Student Assistance Team and how to access its services.</p> <p>We have an entire course devoted to the teaching of English language learners and similar information is integrated throughout several other courses.</p>	Yes	Yes	Yes	<p>One of the assignments in our Curriculum and Instruction Adaptations course is: Students explore the topic of differentiation and ways to differentiate for special education students. Case studies will be provided and students will write an explanation of how they would differentiate and organize the instruction for the cases.</p> <p>One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers?</p> <p>We have an entire course devoted to the teaching of English language learners and similar information is integrated throughout several other courses.</p>

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National University	Yes	Yes	Yes	In July 2008, we implemented the Teacher Performance Assessment (TPA) for all candidates in the Teacher Education credentialing programs. All the Tasks involve reacting to given written scenarios describing a particular set of students (diverse, challenged, or English language learners). TPA Task 1 Content Specific: the candidates must identify subject-specific instruction and assessment plans, and then differentiate instruction for these students. We prepare our candidates for this task through our courses in diversity, exceptional children, and the foundations of education. TPA Task 2 Designing Instruction: the candidates must write to a five-step set of prompts, which requires them to identify students' characteristics and learning needs; then designs appropriate instruction. TPA Task 3: the candidate must use a specific standards-based lesson of the candidate's choice, then demonstrate the ability to design appropriate standards-based student assessment activities in the context of a small group of students. We prepare our candidates for these tasks by requiring field observation, reading and language development courses,	Yes	Yes	Yes	Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching. Courses that provide information about the law including the IEP process and the special education teacher's role in the IEP process, include EXC602A and EXC604. Candidates are encouraged to participate in an IEP meeting during their student teaching. Candidates learn to effectively teach students who are limited English proficient through course work, field experience and student teaching, as well. The Preliminary credentials with English Learner Authorization includes coursework for the instruction of English language learners.
Notre Dame de Namur University	Yes	Yes	Yes	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners	Yes	Yes	Yes	Various methods courses and EDU 4107 Teaching English language learners

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Oakland Unified School District	No	No	No	NA. Currently, we only serve special education teachers.	Yes	Yes	Yes	The OPTP prepares participants to be effective instructors and advocates for students with disabilities throughout the program, beginning with pre-service training and continuing through their full-time, year-long internship and seminar sessions. Before attending pre-service summer training (the rigorous 6 week training prior to interns' teacher-of-record school year) participants read the Teaching for Student Achievement guidebook designed specifically for special educators. During pre-service training, participants spend substantial time identifying and exploring the types of disabilities they will encounter, examples of appropriate accommodations and modifications, and the ways they can work to meet their students' special needs. Additionally, as part of the practice teaching component of pre-service training, participants are paired with highly-successful veteran special education teachers who help them learn how to create effective Individualized Education Programs, how to use plans effectively in instruction, and how to conduct successful IEP meetings. During the school year, interns participate in a Teaching for Results Special Education seminar. These sessions help participants develop into effective special educators by teaching them to use content pedagogy and

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Orange County Office of Education	Yes	Yes	Yes	Due to the hiring situation at this time, the general education teacher preparation program has been deactivated. There are teachers in our program who hold general education credentials, so that population is taught through our special education program as enrolled interns. The descriptions of program preparation follows in the special education teachers segment.	Yes	Yes	Yes	District Interns are "teacher of record" in their classrooms. The induction is built into the program, as such, intern teachers are applying theory at the same time they are taking courses that includes: 1) IEP instruction, practice and application; 2)special ed. in a diverse society studies historical perspectives and state and federal laws including legal decisions that affect bilingual education and ELD programs. In addition the courses examines the roles of administration, teaching staff, instructional aides, as well as the family structure and community resources; 3)English language methodology presents theoretical knowledge and practical skills. The course focus on models and methods of English language acquisition and instruction with the interns learning multiple methods to assess language proficiency and ways to use assessment results to plan effective instruction. Unit and lesson plan development will be highlighted for a continuum of students' language proficiency levels. Basic approaches and a variety of strategies for modifying content and instruction for English learners will be presented. Classroom management issues with specific strategies for student grouping, organizing to differentiate instruction, and

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Pacific Oaks College	Yes	Yes	Yes	Students in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their coursework, they are introduced to the IEP (as well as IDEA). As part of this credential program, students are authorized to teach English Learners - this training is embedded in specific coursework as part of the authorization, as well as woven	Yes	Yes	Yes	Students in the Education Specialist Credential Program are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students. In addition, the English Learner authorization is embedded in this program.
Patten University	Yes	Yes	Yes	Teaching students with disabilities is integrated throughout the program with EDU594, a separate required class on Educating the Exceptional Child. Candidates must write and teach lessons that are adapted to meet the needs of students with disabilities. They must write IEPs and participate in team meetings. Strategies, assessments, and adapting lessons for ELLs, are integrated throughout the program including EDU 587 specifically addressing the needs of ELLs. CAL TPAs with adaptations for both areas, are also required in	Not applicable	Not applicable	Not applicable	N/A
Pepperdine University	Yes	Yes	Yes	This is done through the coursework and is identical to what is done in the traditional program.	Not applicable	Not applicable	Not applicable	

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Point Loma Nazarene University	Yes	No	Yes	<p>Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students.</p> <p>All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process.</p> <p>All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.</p>	1	No	Yes	<p>Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities.</p> <p>The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs.</p> <p>All special education candidates must complete the course EDU 652 Collaboration &amp; Consultation for IEP Implementation, Evaluation &amp; Program Improvement.</p>



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San Diego City Unified School District	Yes	Yes	Yes	<p>Title II General Ed and English Learners</p> <p>The Professional Development Plan is structured to ensure that candidates have multiple systematic opportunities to learn how to effectively teach English learners. Although all coursework is infused with strategies for addressing the needs of English learners, specific courses address this standard in depth. MS100 Introduction to Teaching and Learning in the Elementary Classroom, MS103 Theory and Methods of Beginning Reading Instruction, MS104 Bilingual Education and Second Language Acquisition and MS106 Theory and Methods of Reading/Language Arts Instruction provide Multiple Subject/BCLAD candidates with intensive instruction in reading/language arts methodology and second language acquisition. SS107 Second Language Acquisition and Academic Language Development was designed to explicitly address the needs of English learners in the secondary classroom. In SS104 Pedagogical Preparation in Single Subject Content Instruction (math/science) candidates learn to deliver content-based lessons specifically targeted for English Learners.</p> <p>The four semesters of Practice Teaching provide systematic opportunities for candidates to design and deliver instruction that addresses</p>	Yes	Yes	Yes	<p>The District Intern Program for Education Specialists prepares teachers to deliver and coordinate special education services that provide student access to the general education curriculum in the least restrictive environment. In the credential coursework, candidates become familiar with the California Content Standards in Reading/Language Arts, Mathematics, History/Social Studies, and Science. Candidates plan and deliver lessons based on the content standards and develop Individualized Education Program (IEP) goals based on these California content standards and identified student need. Candidates learn, practice, and receive coaching on a variety of instructional strategies to promote student access to the general education curriculum in a variety of service delivery models including the co-teaching in the general education classroom. Candidates complete two credential courses which provide an in-depth coverage of four models of co-teaching: supportive, parallel, complementary, and team teaching. In addition, candidates learn skills and strategies for collaborating with general education teachers and other member of a student's IEP team.</p> <p>Competencies related to teaching English learners are addressed within each of course</p>

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San Diego State University	Yes	Yes	Yes	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and quizzes on the readings and lectures on laws and responsibilities in the SPED 450: Special Education in General Education Settings course. One big assignment in the SPED 450 course is for prospective general education teachers to interview a general education teacher who has participated in an IEP meeting and then students participate in mock IEP team meetings as part of the course.	Yes	Yes	Yes	All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work).

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San Francisco State University	Yes	Yes	Yes	<p>IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments.</p> <p><b>SPECIAL NEEDS STUDENTS</b></p> <p>The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children</p>	Yes	Yes	Yes	<p>SPED only: IEP development is incorporated into generic courses and key advanced methods courses. In Special Education, credential candidates in all specialty areas participate on IEP teams as course assignments.</p> <p>Three seminar courses in Special Education deal with Limited English Proficient learners. Students are required to implement assignments during fieldwork with English learners with disabilities.</p>

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San Jose State University	Yes	Yes	Yes	<p>The Department of Special Education offers the course, EDSE 192A: “Including and supporting Students with Special Needs in General Education Classrooms”, that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following: <input type="checkbox"/></p> <p><input type="checkbox"/> Course Description <input type="checkbox"/></p> <p>The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional</p>	Yes	Yes	Yes	<p>Interns and candidates in the traditional program are required to take a number of courses that have incorporated two specific standards with all assignments aligned to meet these standards. The California Commission on Teacher Credentialing (CCTC) standards are the following: <input type="checkbox"/></p> <p><input type="checkbox"/> Standard 7: Preparation to Teach Reading-Language Art <input type="checkbox"/></p> <p>For each candidate, the study of reading and language arts includes knowledge of the home and community literacy practices, and instructional uses of ongoing diagnostic strategies that guide teaching and assessment; early intervention techniques in classroom settings; guided practice of techniques; study of phonological and morphological structure of English; study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers. Field experience, site placement(s), and/or supervised teaching assignments include: extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught. <input type="checkbox"/></p> <p><input type="checkbox"/> Standard 13: Preparation to Teach English Learners <input type="checkbox"/></p>

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Santa Clara University	Yes	Yes	Yes	We prepare our general education teacher candidates to work with students with special learning needs and with students with limited English proficiency using a multi-pronged approach. First, all teacher candidates take a dedicated course focused on creating effective, inclusive learning environments that support the academic achievement of students with disabilities/exceptionalities and a dedicated course focused on strategies for supporting English Learners' English language development as well as their attainment of academic competencies in the general education classroom. Second, the needs of English Learners, of students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our Multiple and Single Subject preliminary credential program. Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part of the work teachers do each day. Finally, we ensure that our candidates are placed in student teaching classrooms with master teachers who are committed and capable	Yes	Yes	Yes	Our Special Education program is designed to meet the increasing demand for personnel with specialized training to work with students with disabilities and with their families. The programs focuses on interdisciplinary approach to planning and implementing services for these students. Central to the program is the belief that specialized skills are required if one is to work effectively with students to provide intervention and instruction for the promotion of growth and development. An individualized plan of study is based on each student's entering competencies and desired goals. Students join together from varied backgrounds to become leaders in serving students with learning handicaps. The program prepares our students to work in a variety of settings with individuals who exhibit difference in development and learning abilities. Instruction includes a sound introduction to theories of development, response to intervention, autism spectrum disorders, classroom management, behavior and learning, response to intervention, methods of educational diagnosis, and implementation of intervention

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Sonoma State University	Yes	Yes	Yes	<p>Elementary/Multiple Subjects: Within the program, students with disabilities are the subject of both a class (EDMS 476S) and field supervision seminars. In addition, all content area courses (methods courses in mathematics, reading, science and social studies) directly address students with special needs. In field sites all candidates participate in IEP meetings as long as parents or guardians approve of their participation. Field sites are selected with special populations of students in mind so that all candidates experience teaching and learning with limited English proficient students.</p> <p>Secondary/Single Subject: All teacher candidates take EDSP 433 which is an introductory course that presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs of secondary-aged students with disabilities as well as gifted and talented students.</p> <p>Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Also addressed are knowledge, skills and strategies including disability and gifted and talented</p>	Yes	Yes	Yes	<p>Elementary/Multiple Subjects and Secondary/Single Subject: Courses are focused on teaching students with English language learner needs. We believe teachers need to be skilled in teaching English learners how to access the subject areas that they teach. As a result, students who have English learner needs in our program benefit from this direct instruction. Education Specialist: This is an area of continuing need. Candidates must be prepared to teach students who are English learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires program development. As we initiate our new programs to comply with revised CTC preparation standards, our program faculty will examine this area, develop a plan of action, and periodically re-examine student outcomes. Data are combined and reported in the Traditional Report.</p>

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St. Mary's College of California	Yes	Yes	Yes	Single Subject Credential candidates take a course SSE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSE 210 Learning & Development, and to categories of all disabilities in MSE 317 Introduction to Field Experience. MSE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSE 318 Teaching Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	Yes	Yes	Yes	Education Specialist candidates take highly specialized courses to prepare them to teach students with disabilities and English Learners.
Stanislaus County Office of Education	No	No	No	This program does not prepare general education teachers.	Yes	Yes	Yes	Intern candidates take coursework in regards to Special Education Law, IEP Development, Collaboration, Instruction and Curriculum Development and Instructing and Developing IEPs for English Language Learners. Practicum Supervisors check off observed competencies for the Education Specialist credential that includes but is not limited to IEP development and instruction for students with disabilities and English Language Learners.

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Touro University	Yes	Yes	Yes	<p>Touro University's multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient.</p> <p>LEARNING &amp; LANGUAGE ASSESSMENT Through coursework and supervised teaching, Touro University's multiple and single subject teacher credential program ensures that candidates demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs. EDU 718: Inclusive School Environments for All Learners is the central course that provides candidates with knowledge and skills concerning educational supports for students with disabilities as well as understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the</p>	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the</p>



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University of California, Irvine	Yes	Yes	Yes	Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/348 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329/349 Theories and Methods of English Language Development Applied to Elementary/Secondary Students; ED327/347 Foundations of Equity and Diversity for Elementary/Secondary School Teachers; ED332/352 Creating a Supportive and Healthy Environment for Student Learning in the Elementary/Secondary Classroom. Field experiences, including a 90 hour pre-student/intern teaching practicum and 20-week student/intern teaching assignments, are designed to provide extensive school/classroom experiences with students who are diverse in terms of ethnicity and culture, language, socio-economic status and learning/social needs.	Not applicable	Not applicable	Not applicable	NA
University of California, Los Angeles	Yes	Yes	Yes	Alternative Pathway is limited to secondary single subject candidates only.	Not applicable	Not applicable	Not applicable	

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<b>Institution</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>General Education Comments</b>	<b>teach students with disabilities effectively?</b>	<b>participate as a member of IEP teams?</b>	<b>teach students who are LEP effectively?</b>	<b>Special Education Comments</b>
University of California, Riverside	Yes	Yes	Yes	<p>Opportunities for the Multiple Subject or Single Subject candidates to develop the basic knowledge, skills, and strategies for teaching special populations are embedded in foundational courses. All contain content pertaining to special populations including students with disabilities, students on behavior plans, and gifted and talented students. In addition to completing all research-based readings, lectures, and activities included in the academic courses for the respective programs, general education candidates must complete competencies that are demonstrated in the student teaching practicum and recorded in their Professional Development Handbook. Candidates complete reflections on students' backgrounds, interests and developmental learning needs and collect and use multiple sources of information to assess student learning.</p> <p>Candidates are also required to observe in a Special Education classroom, identify students in their assigned classrooms who have special needs, and report on a Student Study Team and/or Individualized Education Program (I.E.P.) meeting, including the content of the I.E.P.'s and the classroom teacher's responsibility in carrying out the I.E.P. California standards for teacher education</p>	Yes	Yes	Yes	<p>The Special Education programs are based on the integration of theory and practice and educate candidates in the characteristics of learners and issues in curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum. Coursework includes assignments that require development of individualized education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals.</p> <p>The program also is required under the California standards for teacher education programs to prepare special education candidates to teach English learners. Candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation. Coursework and fieldwork also require regular monitoring of progress through both informal and formal assessment. The candidates demonstrate understanding of communication development and communication differences and use strategies</p>

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University of California, San Diego	Yes	Yes	Yes	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates.</p> <p>Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>	Yes	Yes	Yes	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates.</p> <p>Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>
University of LaVerne	Yes	No	Yes	<p>Students are required to create a strategy list of 101 items adapting curriculum for students with disabilities, learn about 13 disabilities under IDEA, learn to adapt for each disability and create classroom activities, and directly observe a qualified teacher adapting or modifying instruction.</p>	Yes	Yes	Yes	<p>Students are required to separate curriculum/assessment strategies as opposed to combining them. Required practicum experience and/or classroom activities and creating related notebooks. Students are required to simulate, attend, and critique IEP meeting. Student are required to reflect on videos relating to adapting curriculum and instruction. Required use of the internet for further research on students with disabilities.</p>

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University of Phoenix	Yes	Yes	Yes	<p>University of Phoenix's teacher preparation program prepares general education teachers to effectively teach students with disabilities and students who are limited English proficient, in multiple ways. Every course in the program includes content, assignments, and activities that address diverse learners and differentiating instruction and assessments to meet the needs of every learner. In addition, a program course, SPE/514, Survey of Special Populations, provides an overview of the categories of exceptionality for P-12 students with special needs and familiarizes teachers with terminology. The course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations.</p> <p>The program also includes two Structured English Immersion (SEI) courses: SEI/500, Structured English Immersion, and SEI/503, Advanced Structured English Immersion Methods. In these courses, teachers are introduced to the concept of and methods for instructing in a structured English immersion environment. They learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models.</p>	Not applicable	Not applicable	Not applicable	

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University of Redlands	Yes	Yes	Yes	The courses in our program are based upon Teaching Performance Expectations which describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Teaching limited English proficient students effectively and teaching students with disabilities effectively are TPE standards that must be met throughout the coursework in our program. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of the Teaching Performance Assessment. Teacher candidates receive specific training related to participation as a member of individualized education program teams during their student teaching experience and in the concurrent teaching seminar course.	Not applicable	Not applicable	Not applicable	N/A

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University of San Diego	Yes	Yes	Yes	<p>There are two methods courses USD teacher candidates are required to take that specifically address students with disabilities and teaching students with limited English proficiency. These are both 3 credit hour courses, Healthy Environments and Inclusive Education and Methods of Teaching English Language and Academic Development. Student Teaching placements with classrooms including special needs students provide IEP experience for students. The Performance Assessment of California Teachers (PACT) assessment expects students to include thorough adaptations for special education in their lesson development, implementation, and assessment.</p> <p>Faculty members in both general education and special education participated in an IRIS workshop (from Vanderbilt University's Peabody College) to develop additional skills to teach teacher candidates to integrate strategies for special needs students in the general education classroom.</p>	Yes	Yes	Yes	<p>First, we have a CTC approved Level I Education Specialist Credential with English Learner Authorization in these three areas:</p> <ol style="list-style-type: none"> <li>1) mild/moderate disability</li> <li>2) moderate/severe disability (No longer accepting students as of fall 2009)</li> <li>3) early childhood disability (No longer accepting students as of fall 2009)</li> </ol> <p>We also have Council for Exceptional Children SPA NCATE recognition.</p> <p>Second our 42-unit credential with master degree (41 including student teaching without M.Ed. only course) is designed sequentially to build candidate competency in all areas of teaching students with special needs.</p> <p>Here is the course preferred sequence:</p> <p>FOUNDATIONS BLOCK (must be completed before beginning Methods Block)</p> <p>Course title/ Unit/ Field requirement</p> <p>EDUC 558XB First and Second Language Development for the Classroom Teacher/ 3 CEU/na</p> <p>EDSP 589 Healthy Environments and Inclusive Education/ 3 units/5 hours</p> <p>EDSP 574 Characteristics &amp; Needs Mild to Moderate/ 3 units/ na</p> <p>EDSP 573 Family Systems/ 3 units/ Family case study 5 hours</p> <p>EDSP 579 Cultural, Legal &amp; Ethical Aspects/ 2 units/ na</p> <p>EDUC 500 Research Design/ 3 units/ na</p>

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University of San Francisco	Yes	Yes	Yes	A description of how our program prepares general education teachers to teach students with disabilities and English Language Learners can be found in the report for our Traditional Program.	Yes	Yes	Yes	Our spiraled curriculum spreads instruction out throughout the two years, beginning with basic knowledge and skills, then providing increased depth and breadth of pedagogical and academic content knowledge, as well as specific knowledge and skills for special educators. Interns receive multiple levels in modules on disabilities, special education law, case management, formal and informal assessment, classroom management, IEPs, transition, consultation and collaboration, working with paraprofessionals, strategies and interventions for various disabilities, social skills, and behavior management. They also receive multiple levels of instruction on early literacy, basic reading skills, academic literacy, basic and advanced writing, basic and advanced mathematics, science, and social science. In addition, these modules are infused with instruction on lesson planning, how to meet state content standards, language acquisition, working with English language learners, multicultural education, and vocational and life skills. □ In their field experiences, our fieldwork coordinator, fieldwork supervisors, and district support providers help Interns develop specific skills for content area

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University of the Pacific	Yes	Yes	Yes	All general education candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The role of the classroom teacher in an IEP meeting and in implementing an IEP is presented. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs in this course. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE	Yes	Yes	Yes	Special Education candidates have such specific coursework as curriculum and instruction for students with mild to moderate or moderate to severe disabilities, advanced programming, positive behavior support, a survey of exceptional needs and disabilities, and teacher-family partnerships. All students take a Teaching English Learners course with candidates in general education. All candidates participate in one or more IEPs.
Whittier College	Yes	Yes	Yes		Not applicable	Not applicable	Not applicable	
William Jessup University	Yes	Yes	Yes	We accomplish this through coursework and field experience. With every lesson plan we require an adapted lesson for ELL students and students with special needs. We place all student teachers in Title I schools and in classrooms that have ELL and students with special needs. We host guest speakers who are experts in ELL and special needs students.	Not applicable	Not applicable	Not applicable	